

# Diversifying the Brooklyn Park Police Department



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## Prepared on Behalf of

City of Brooklyn Park  
Police Department

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Resilient Communities Project

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**With support from  
The Resilient Communities Project  
Deputy Chief Mark Bruley  
Brooklyn Park Police Department**

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## Table of Contents

Executive Summary .....	3
Project Background.....	6
Work Needs of Police Officers .....	7
Job Characteristics of Police Officers.....	16
Current Job Satisfaction Level of Police Officers .....	28
Vocational Interests of Police Officers .....	30
General Recruitment Strategies .....	35
Community-Oriented Policing.....	37
Summary of Recommendations.....	39
References.....	41
Appendix A: Consent Form.....	44
Appendix B: Minnesota Importance Questionnaire .....	46
Appendix C Minnesota Job Description Questionnaire .....	53
Appendix D Demographic Questionnaire.....	62
Appendix E: Summary of Comments from Police Officers .....	64
Appendix F: Descriptive Statistics of Work Needs of Police Officers.....	65
Appendix G: Descriptive Statistics of Job Characteristics of Police Officers.....	67
Appendix H: Descriptive Statistics of Job Satisfaction of Police Officers.....	69

## **Executive Summary**

The Brooklyn Park Police Department (BPPD) found there is a mismatch between the racial diversity of the Brooklyn Park community and the BPPD workforce. There is a large representation of African Americans in the community but a lack of representation at the BPPD. The major problem lies in the insufficient diversity of the applicant pool, making it difficult to recruit and retain a diverse workforce. We partnered with the Resilient Communities Project at the University of Minnesota to help BPPD identify strategies to better recruit, attract, and retain a racially and ethnically diverse police force. More specifically, we aimed to help the BPPD increase the proportion of African American police officers. We produced a range of recommendations through a search of the scientific literature on the topic as well as survey data collection on work needs, job characteristics, job satisfaction, and vocational interests of police officers, specifically those employed with the BPPD.

### **Work Values of Police Officers**

We used a comprehensive inventory to measure the work values of BPPD officers. The results indicate that African American and Hispanic officers have a somewhat different work needs profile compared to White officers. For one example among several, African American and Hispanic officers rated social status, compensation, and work condition as more important compared to White officers. We recommended Brooklyn Park Police Department use the information from the survey we conducted to tailor their recruitment messages targeting potential minority group police officers.

### **Job Characteristics of Police Officers**

We also surveyed officers at BPPD to report whether their current job as police officers has certain characteristics (e.g. allows them to use their abilities, provides them with a sense of accomplishment, etc.). By mapping the job characteristics against the work needs of officers, we found that the work needs of the police officers have generally been fulfilled and the fulfillment level of African American and Hispanic officers is *higher* than that of White officers. We

recommend the use of this positive finding in recruiting African Americans to the BPPD. However, the results suggested that BPPD can further improve the job satisfaction of their officers in five areas: providing additional supervisor support, improving company policies, enabling officers to better use their talents (ability utilization), building rewards associated with a sense of accomplishment, and bettering some work conditions.

### **Current Job Satisfaction Level of Police Officers**

According to the survey results, the police officers of BPPD are quite satisfied with their jobs. Furthermore, officers in the minority groups appear to be more satisfied with their jobs compared to White officers.

### **Vocational Interests of Police Officers**

Cumulative research has shown that the matching of vocational interests with the interest profile of the job is related to better performance, job satisfaction and reduced turnover. Based on a literature review of research on occupational interests, we provide recommendations for how BPPD can move forward in growing their applicant pool. First, we recommend growing the applicant pool through target assessments of high school students who have the policing profile. Recruiting individuals who have the police profile will reduce turnover and improve satisfaction and performance. We can assess interests of students as early as their sophomore year, regardless of ethnic group and gender. Second, we can engage high school students with activities such as offering students to ride-along with police officers at BPPD to gain a more realistic understanding of their jobs. Lastly, we recommend recruiting workers from other occupations with similar profiles as policing (e.g.: security guards (interest code: RCE), correctional officers and jailers (interest code: REC).

### **General Recruitment Strategies**

Lastly, we recommend several recruitment strategies that are conducive to bringing more minority applicants from the current applicant pool. We find that the community's attitudes toward the police might affect the decision to become a police officer, and community-oriented policing practices might help to generate positive attitudes among the community in Brooklyn

Park. We recommend having targeted community meetings where the BPPD solicits opinions from citizens on crime prevention and current issues relating to the police force. We also recommend BPPD offer to teach courses in, for example, criminal law, use of force, and firearms safety to the community. Lastly, we recommend having more police units on foot patrol in areas if feasible.

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## **Project Background**

The Brooklyn Park Police Department (BPPD) found there is a mismatch between the racial diversity of the Brooklyn Park community and the BPPD workforce. There is a large representation of African Americans in the community, but a lack of representation at the BPPD. The major problem lies in the insufficient diversity of the applicant pool (i.e., those who choose to apply for employment with the BPPD), making it difficult to recruit and retain a diverse workforce.

### **Project Goal**

We partnered with the Resilient Communities Project at the University of Minnesota to help BPPD identify strategies to better recruit, attract, and retain a racially and ethnically diverse police force. More specifically, we wanted to help BPPD increase the proportion of African American police officers.



# **Work Needs of Police Officers**

## **The Theory of Work Adjustment**

- The Theory of Work Adjustment, first proposed in 1964, provides a comprehensive framework on how the interaction between individuals and the working environment determines not only how satisfactorily they perform their jobs, but also how satisfied they are with their jobs (Dawis, Lofquist, & Weiss, 1968). According to the theory, individuals' job satisfaction is related to the correspondence level between their work needs and the characteristics of their jobs.
- We use this framework to examine three major topics:
  - First, we examine the work needs of police officers and determine whether the police officers in the minority group and especially African American officers have different needs compared to White officers. Using this information, Brooklyn Park Police Department would be able to increase the effectiveness of their recruitment process by customizing recruitment messages targeting specific minority groups;
  - Second, we ask current officers to rate the characteristics of their job and determine the correspondence level of their work needs and job characteristics. BPPD can use the results to determine the aspects of the job that police officers considered important yet have not been fulfilled;
  - Finally, we measure the job satisfaction level of police officers in both the majority group and the minority group.

## **Procedures**

- We used questionnaires to probe and assess the three topics described above. The survey did not collect any identifiable information; therefore it is not possible to identify individuals by the survey results, and the findings are appropriately reported at the group level. With the help of Deputy Chief Mark Bruley, we distributed the survey to all police officers at BPPD. Participants were required indicate their consent (see Consent Form in Appendix A) before answering all questions.

## Sample Summary

- Table 1 shows the summary of the sample statistics. Out of a total of 107 police officers, 88 officers responded to the survey and 65 of them completed the whole survey. This is a completed response rate of 61%, far higher than encountered in other organizational surveys (typical response rates are in the 15-30% range). Such a high response rate speaks to the Deputy Chief's efforts in promoting the survey, as well as the openness of the BPPD in truly wishing to address the issues that constituted the focus of this project (advancing the recruitment of African American officers for the BPPD).
- Figure 1 shows the distribution of the response time. Most officers completed the survey within 40 minutes.
- Figure 2 shows the distribution of the tenure of the respondents. Most respondents have worked as a police officer for more than 4 years, indicating that they are very knowledgeable about their current jobs and therefore able to provide us with realistic and authentic insights in the areas covered by the survey.

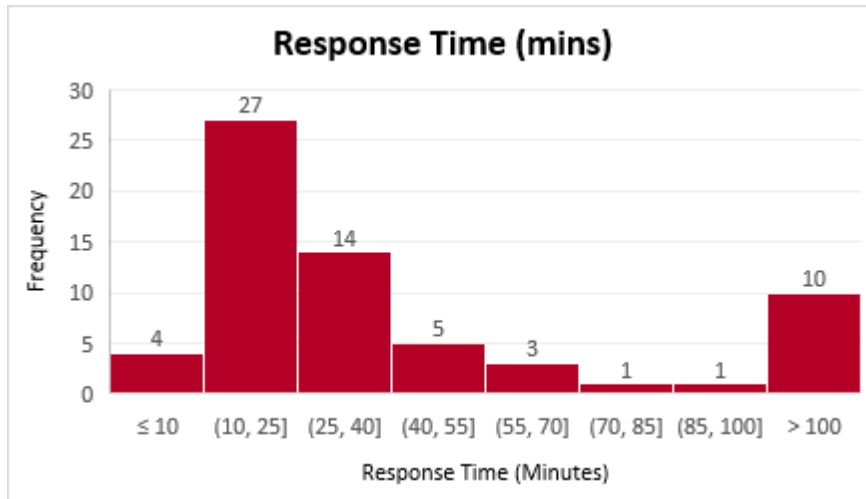
Table 1

*Summary of Sample Information*

<u>Summary</u>	<u>Size</u>	<u>Percentage</u>
Total Officers at BPPD	107	100%
Total Responses	88	82.24%
Full Responses	65	60.75%
Racial		
White	55	84.62%
Asian	3	4.62%
Others (Hispanic, African American, etc.)	7	10.77%
Gender		
Male	54	83.08%
Female	11	16.92%

Figure 1

*Histogram on Response Time (mins)*



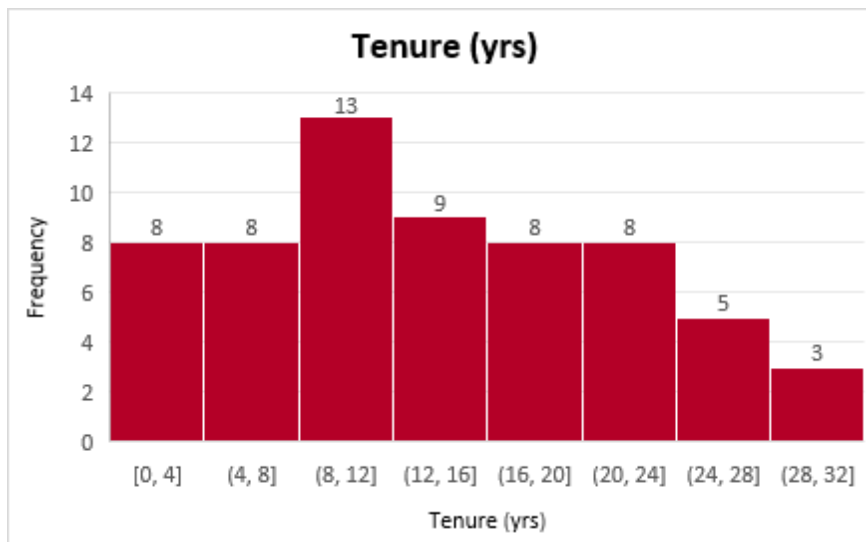

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<u>Median (mins)</u>	<u>Min (mins)</u>	<u>Max (mins)</u>	<u>Standard Deviation (mins)</u>
25.48	6.71	9809.15	1472

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Figure 2

*Histogram on Tenure of the Respondents (yrs)*




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<u>Median (yrs)</u>	<u>Min (yrs)</u>	<u>Max (yrs)</u>	<u>Standard Deviation (yrs)</u>
13.7	13	0.75	29.5

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### **Work Needs of Police Officers: White versus Others**

- The Minnesota Importance Questionnaire (MIQ; see Appendix B) was used as a comprehensive measurement of the work needs of the officers. Table 2 shows all the needs measured by the questionnaire and their corresponding definitions.
- Since the Minnesota Importance Questionnaire has a built-in mechanism to detect the random responses of the participants, we use this mechanism to exclude invalid responses for this section of the survey. The eventual sample size for this section of the survey is 60, with 50 White officers, 3 Asian officers and 7 officers from other racial groups including African American.
- Figures 3, 4 and 5 provide an overview of the needs profiles for three racial groups: White, Asian and Others (including African American, Hispanic, etc.). According to the figures, African American and other racial group officers consider it important that their jobs provide them with the opportunities to utilize their own abilities (Ability Utilization), grant them a sense of accomplishment (Achievement) and allow them to become “somebody” in the community (Social Status), while White officers want to plan their work with little supervision (Autonomy), receive good support from their supervisors (Supervision-Human Relation) and be busy all the time (Activity) on their jobs. For detailed descriptive statistics of each work need for each group, please see Appendix F *“Descriptive Statistics of Work Needs for Police Officers”*.
- Among these work needs, Brooklyn Park Police Department should pay special attention to African American and other minority group officers’ need for Social Status, which is much higher than that of White officers. Using a general population consisting of different occupations, McCloy et al. (1999) also found that African Americans and Hispanics showed higher value on Status, which is a group of work needs including Social Status, Advancement, Authority, and Recognition. Although they did not further report racial differences in each specific work need, we hypothesize that the needs for Social Status would also be higher in the general population of African Americans.

Table 2

*List of 21 Work Needs and Their Definitions*

<u>Needs</u>	<u>Definition</u>
Ability Utilization	I could do something that makes use of my abilities
Achievement	The job could give me a feeling of accomplishment
Activity	I could be busy all the time
Advancement	The job would provide an opportunity for advancement
Authority	I could tell people what to do
Company Policies and Practices	The company would administer its policies fairly
Compensation	My pay would compare well with that of other workers
Coworkers	My co-workers would be easy to make friends with
Creativity	I could try out some of my own ideas
Independence	I would work alone on the job
Moral Values	I could do the work without feeling that it is morally wrong
Recognition	I could get recognition for the work I do
Responsibility	I could make decisions on my own
Security of Job	The job would provide for steady employment
Social Service	I could do things for other people
Social Status	I could be “somebody” in the community
Supervision-Technical	My boss would train his men well
Variety	I could do something different everyday
Work Condition	The job would have good working conditions
Autonomy	I could plan my work with little supervision

Figure 3  
*Overview of Work Needs Profiles of Police Officers (All three groups)*

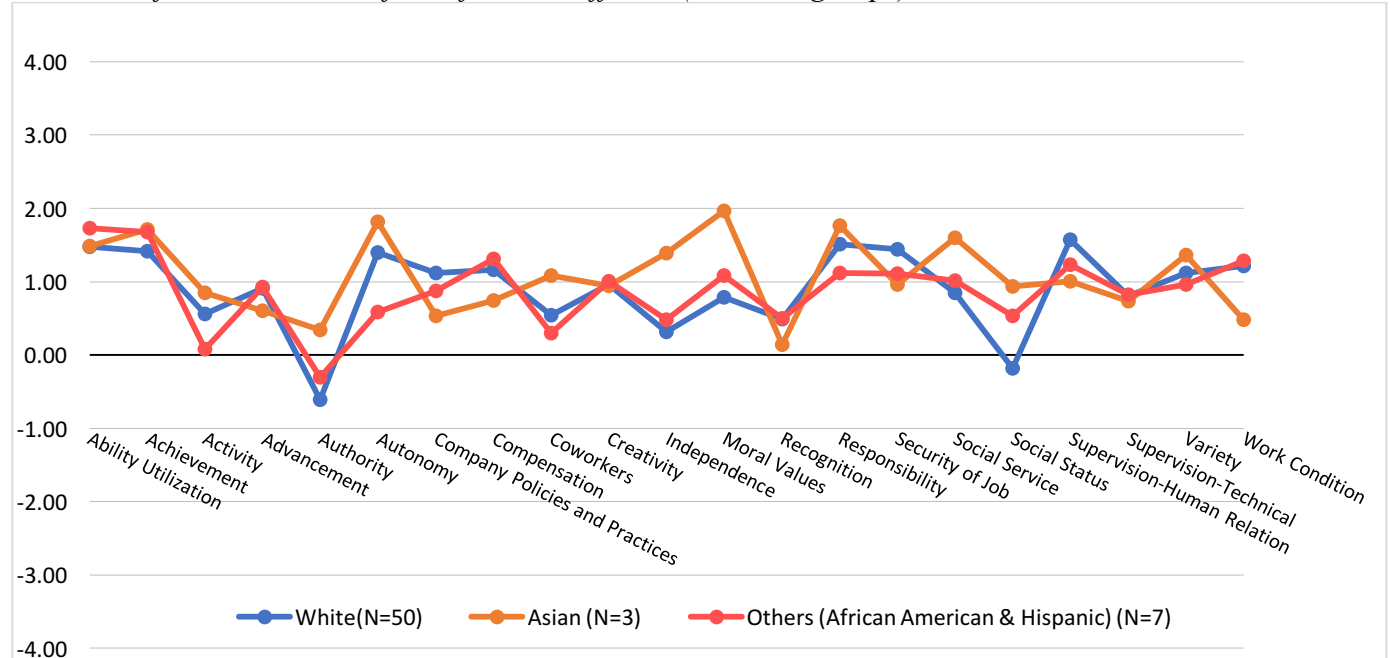


Figure 4  
*Overview of Work Needs Profiles of Police Officers (White vs. Asian)*

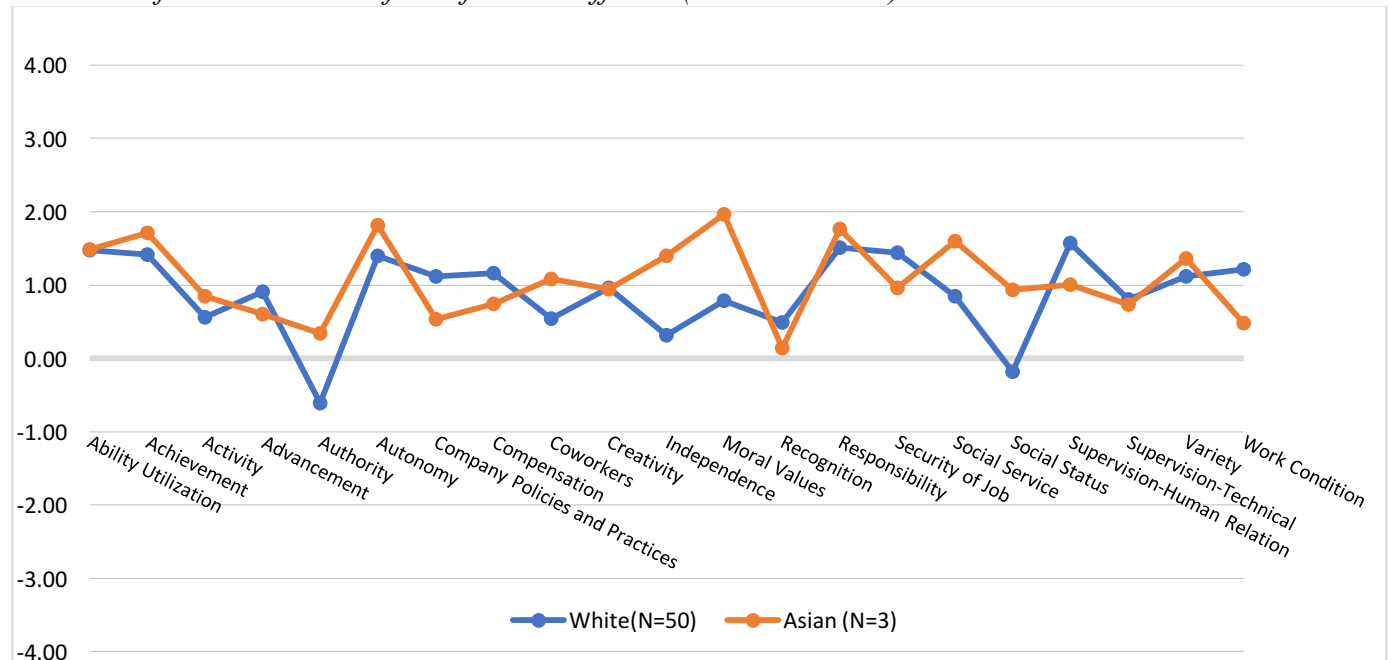
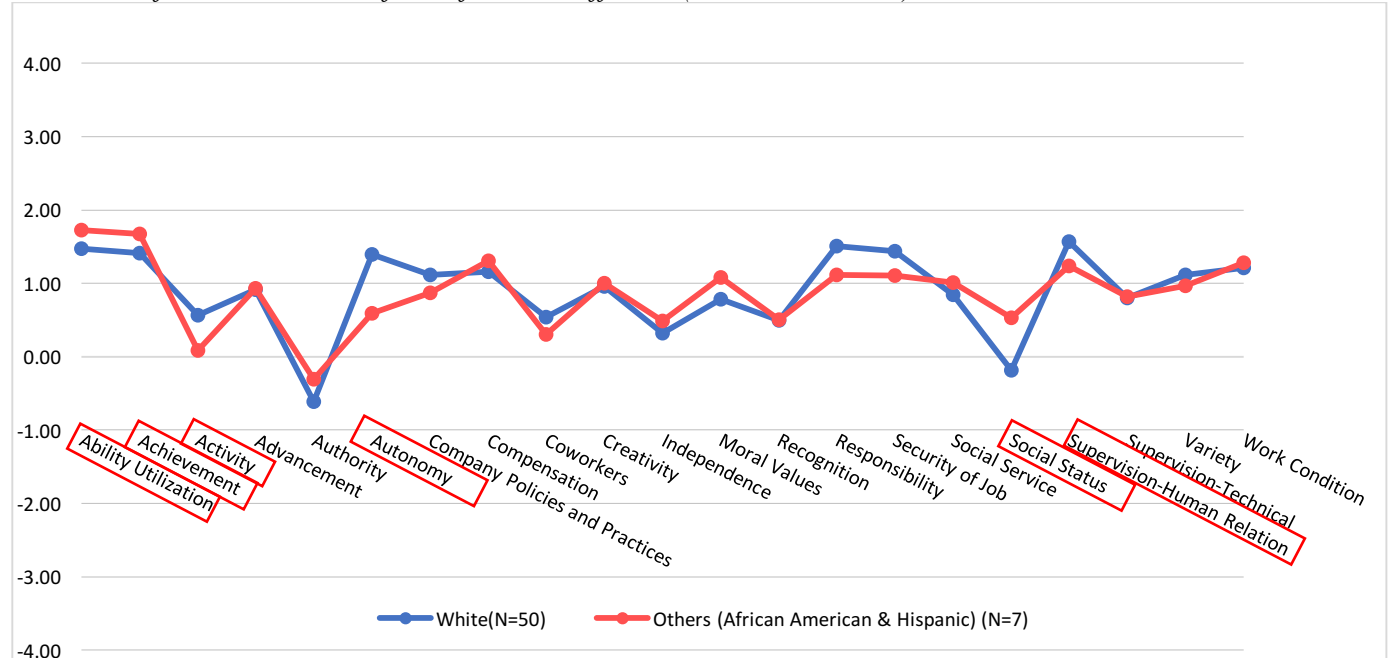


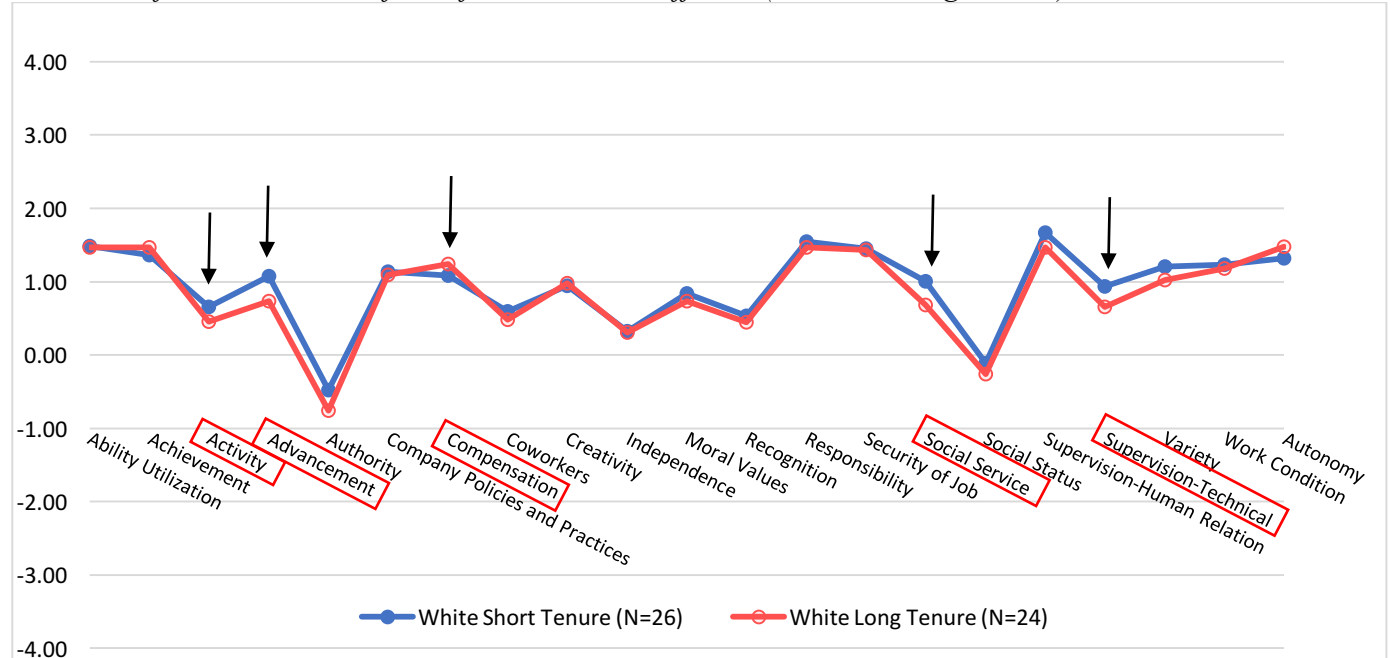
Figure 5  
Overview of Work Needs Profiles of Police Officers (White vs. Others)



### Work Needs Among White Officers

- Since the large sample size of White officers allows us to more closely examine this group, we further broke it down using the median (13 years) of the job tenure for all White officers. As a result, we divided the White officers into two subgroups: White officers with *short tenure* and those with *long tenure*.
- Figure 6 shows the work needs profiles of White officers with short tenure and those with long tenure. White officers hold very similar work needs patterns regardless of their job tenure, and only a few differences exist.
- Specifically, White officers with *short tenure* have slightly higher needs on Activity (be busy all the time), Advancement (promotion), Social Service (do something for other people) and Supervision-Technical (training from boss). In other words, as newer employees in the department, they are highly motivated and wish their work can be both busy and meaningful, and they are eager for the opportunities of promotion and training from top management. On the other hand, White officers with *long tenure* have a slightly higher need on Compensation (salary and benefit), indicating that they are paying more attention to the salaries and benefits provided by the department.

Figure 6  
*Overview of Work Needs Profiles of White Police Officers (Short vs. Long Tenure)*



### Recommendation 1: Customization of Recruitment Message

- Using the work needs profile, we identified the five most important work needs for each racial group. Table 3 indicates the rank of work needs in terms of their importance level for each racial group. For African American and other minority group officers, the five most important needs are Ability Utilization, Achievement, Compensation, Work Condition and Supervision – Human Relation. Although social status is not recognized as one of the five most important needs, it is closely related to the five needs mentioned above. By using their knowledge and skills to contribute to the safety and well-being of the community and earn compensation and benefits in return to support their families, African American officers can build a good reputation among their own community as being responsible and competent.
- Brooklyn Park Police Department can use this list to design specific recruitment messages catering to the needs of minority groups. It is recommended that when recruiting applicants for African American officers, the department should emphasize how the job allows officers to utilize their own abilities, grants them a sense of



accomplishment, and provides them with the good compensation and benefits currently available at BPPD.

Table 3

*Five Most Important Work Needs for Each Group*

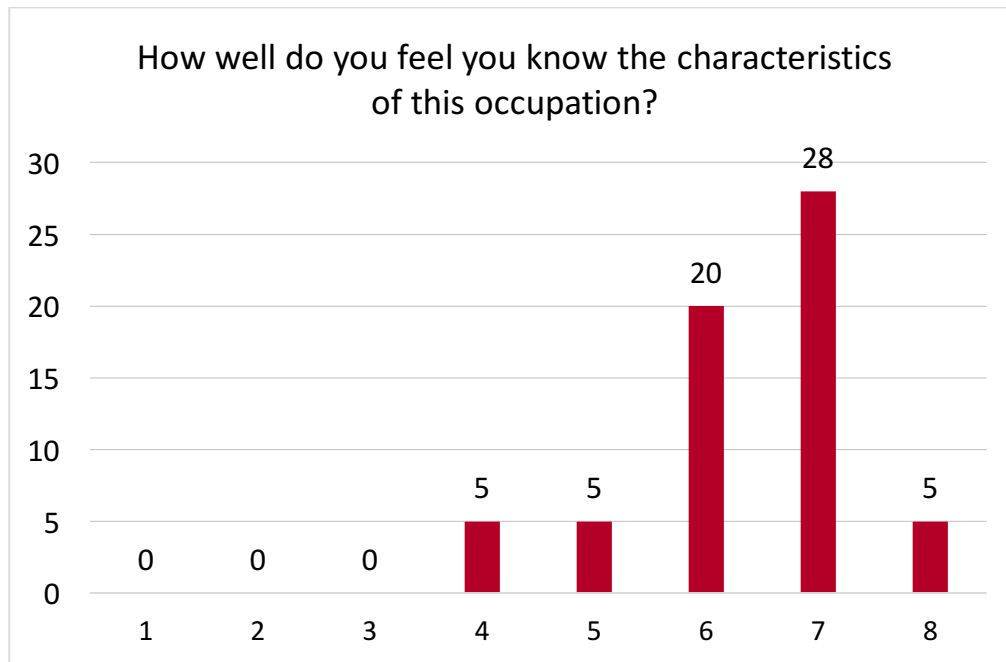
<u>Rank</u>	<u>Officers in Other Racial Groups</u>	<u>White Officers</u>
1	Ability Utilization	Supervision-Human Relation
2	Achievement	Responsibility
3	Compensation	Ability Utilization
4	Work Condition	Security of Job
5	Supervision-Human Relation	Achievement

## **Job characteristics of Police Officers**

- The Minnesota Job Description Questionnaire (MJDQ; see Appendix C) measures the job characteristics along the same 21 dimensions as are measured in the Minnesota Importance Questionnaire (MIQ). The correspondence index was calculated by adding the squared differences between MJDQ and MIQ scores. The index is an indicator of the level of fulfillment on the work needs. A lower index score means smaller difference between the importance level and fulfillment level of all the work needs, indicating a good fulfillment of work needs. According to the theory of work adjustment, fulfillment of employees' work needs will lead to higher job satisfaction and in turn result in a lower turnover rate (Dawis et al., 1968).
- At the end of this section of the survey, we asked police officers to rate the extent to which they know about the current characteristics of their jobs. Figure 7 showed the distribution of officers' responses to this question. Most officers indicated that they are knowledgeable about their jobs. Therefore, we first included all the responses in our data analysis. Like the MIQ, the Minnesota Job Description Index also designs a mechanism to detect random responses, so we used this mechanism to exclude any invalid responses from the participants. The eventual sample size for this section of the survey is 52, with 44 White officers, 3 Asian officers and 5 officers from other racial groups including African American.
- Figure 7 shows the correspondence index for each of the racial groups. According to the figure, the work needs of African American and other minority group officers are best fulfilled. In other words, the results indicate an excellent fit between the aspects of the job that are considered important by the officers and the actual characteristics that are currently present on their job. For detailed descriptive statistics of job characteristics on every aspect of work for each group, please see Appendix G "*Descriptive Statistics of Job Characteristics of Police Officers*"

Figure 7

*Knowledge Level of Job Characteristics*

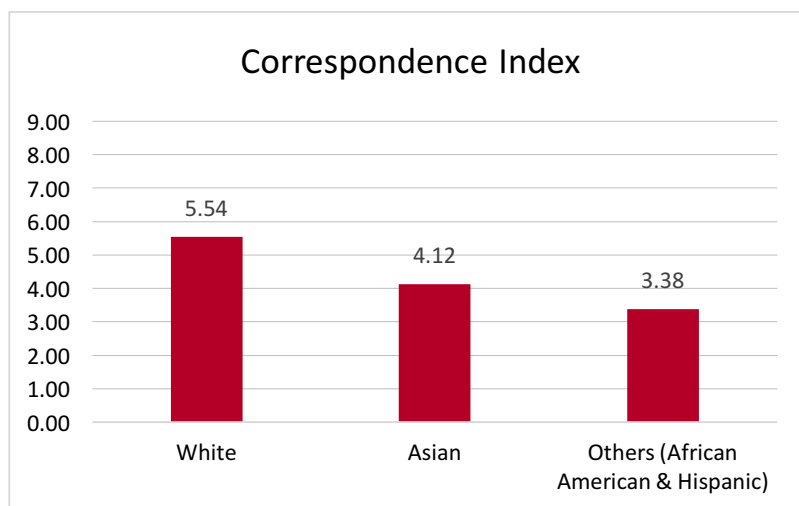


Note: 1 = “Not very well”, 4 = “Fairly well” and 8 = “Very well”

<u>Mean</u>	<u>Min</u>	<u>Max</u>	<u>Standard Deviation</u>
6.32	4	8	1.06

Figure 7

*Work Needs Correspondence Index for each racial group*



## **Recommendation 2: Emphasize fulfillment of work needs**

- The finding that officers in other racial groups including African American & Hispanic have the highest fulfillment level of work needs is somewhat unexpected yet really encouraging. It indicates that African American and other minority group officers currently have a fulfilling job. It is recommended that Brooklyn Park Police Department deliver this finding to potential African American applicants and state clearly in its recruitment message that working as a police officer at Brooklyn Park Police Department is a truly fulfilling experience.

## **Discrepancy between Work Needs and Job Characteristics**

- Despite a generally excellent fulfillment of all work needs for the officers at BPPD, there are still some potential areas of improvement that require more attention from the department. We identified these areas by calculating the differences between the work need and job characteristic scores for each aspect of work and finding the areas that show the biggest discrepancy. Figures 8 and 9 show the pattern of work needs and job characteristics for officers in the White group and Others group, respectively. Based on Figure 9, five aspects of the jobs of other minority police officers showed large discrepancies between work needs and job characteristics: Ability Utilization, Achievement, Company Policies and Practices, Supervision-Human Relation and Work Condition. We provided one recommendation to improve the fulfillment level for each of the five aspects.

Figure 8

*Overview of Fulfillment Level for Whites*

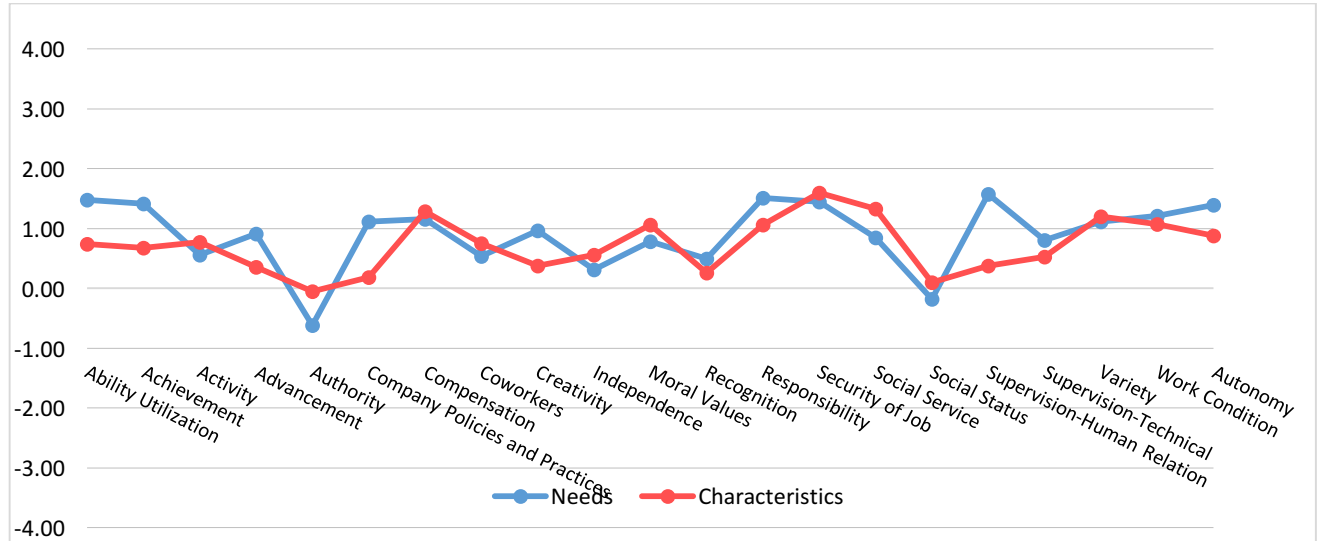
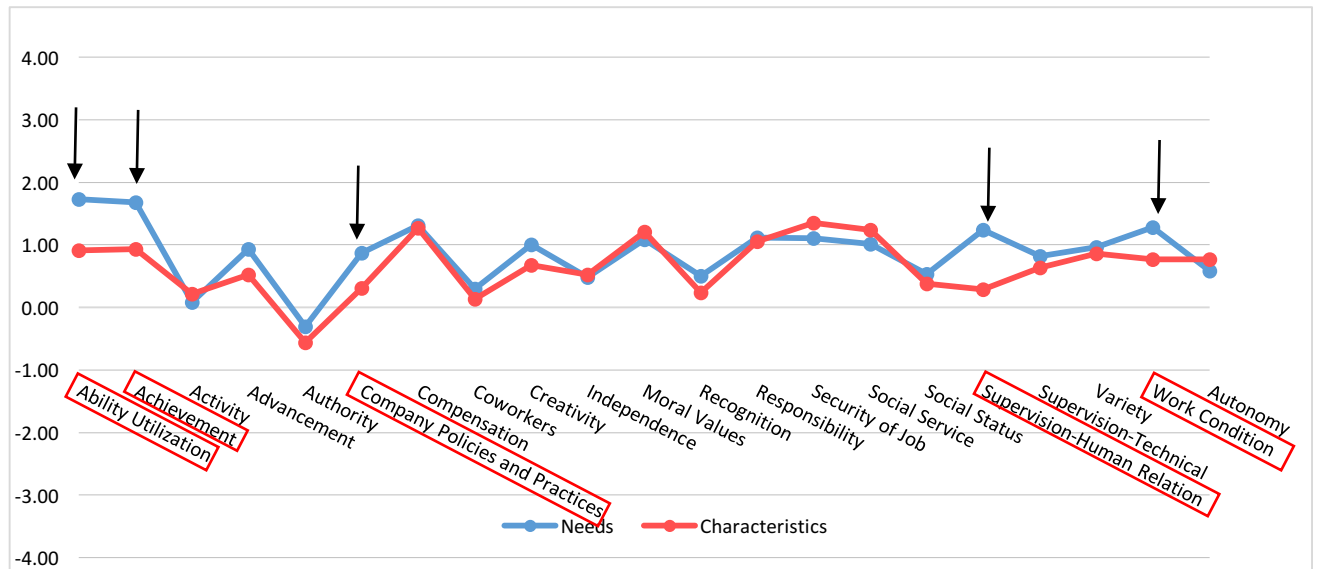


Figure 9

*Overview of Fulfillment Level for Others*



**Recommendation 3:** Increase supervision support

- Figure 10 shows that African American and other racial group officers' needs on Supervision-Human Relation are not fulfilled, which means that they have not received enough support from their supervisors and their opinions have not been fully listened to and considered. According to Figure 11, the discrepancy is even bigger for White officers

and does not differ a lot between short tenure and long tenure groups, indicating that the lack of fulfillment in this area applies to all employees and requires attention from the department.

- We recommend that supervisors at Brooklyn Park Police Department strengthen the communication between top management and officers for both the majority and the minority groups by setting up feedback channels and discussing individuals' needs and concerns on a regular basis. By being more supportive and considerate toward their employees, the department can better fulfill the needs of supervision support for all police officers.

Figure 10

*Fulfillment of Work Needs – Supervision-Human Relation (Others vs. White)*

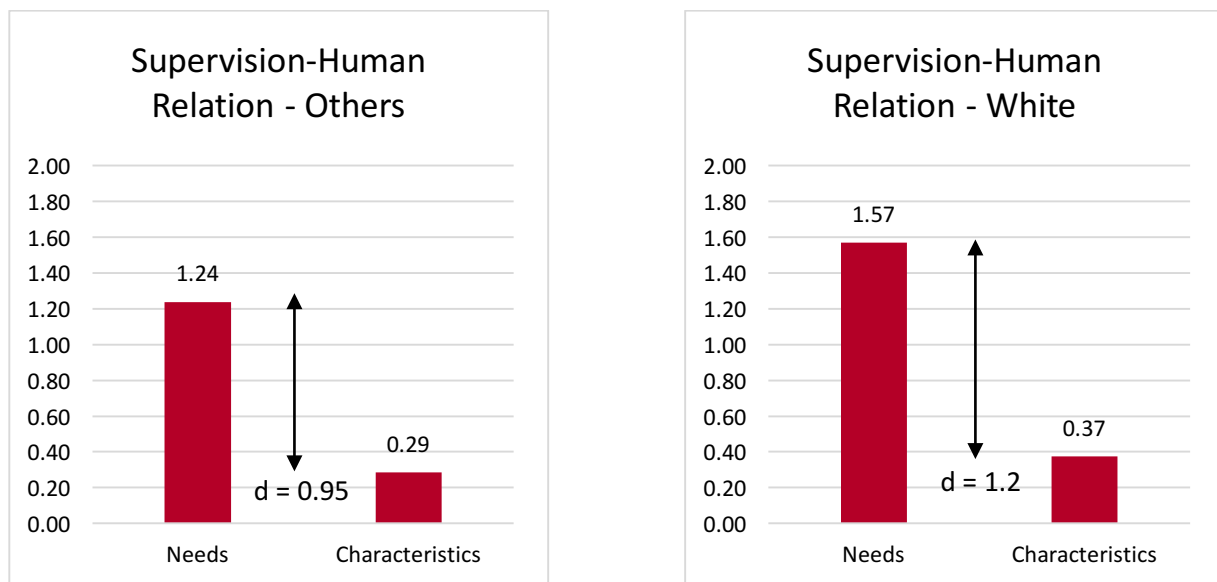
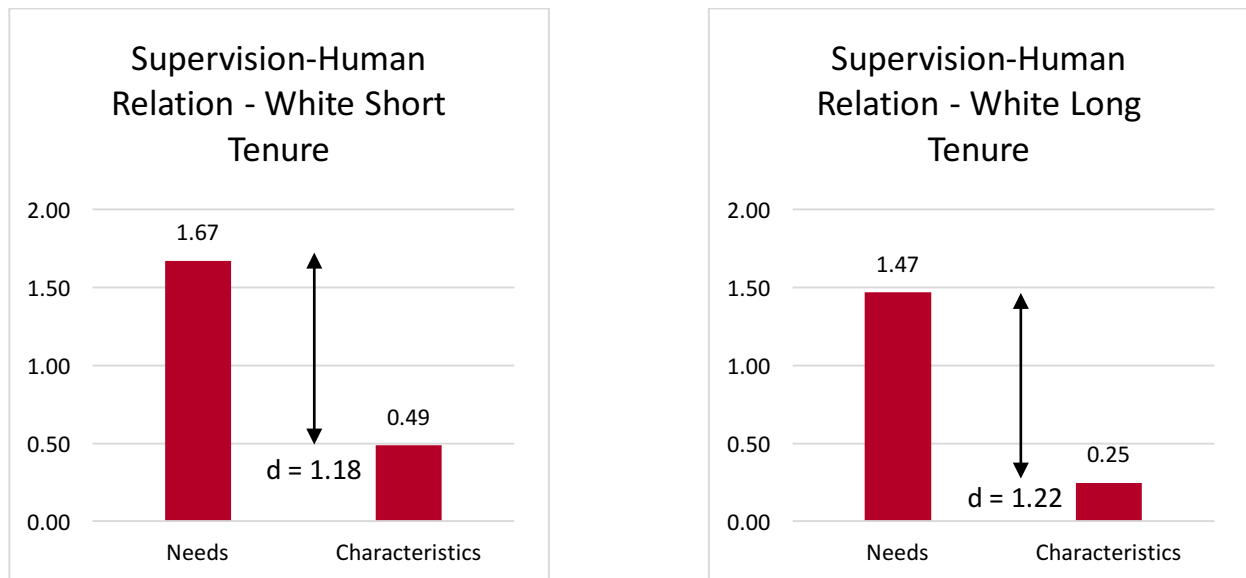


Figure 11

*Fulfillment of White Officers' Work Needs – Supervision-Human Relation (Short Tenure vs. Long Tenure)*



**Recommendation 4:** Improve company policies

- Figure 12 shows that African American and other racial group officers' work needs on Company Policies and Practices are partially fulfilled. The results indicate that officers are not satisfied with the fairness of current policies and practices in the department. Furthermore, this discrepancy is bigger for White officers. A closer examination among White officers reveals that the difference is slightly larger for White officers with longer tenure. This might suggest that the problem might be a long-lasting one at BPPD and since White officers with longer tenure have witnessed the problem for a longer period, they are more likely to be unsatisfied with this aspect.
- Based on these results, we recommend that BPPD collect feedback on employees regarding current policies and improve these policies to ensure that they are fair for each officer.

Figure 12

*Fulfillment of Work Needs – Company Policies and Practices (Others vs. White)*

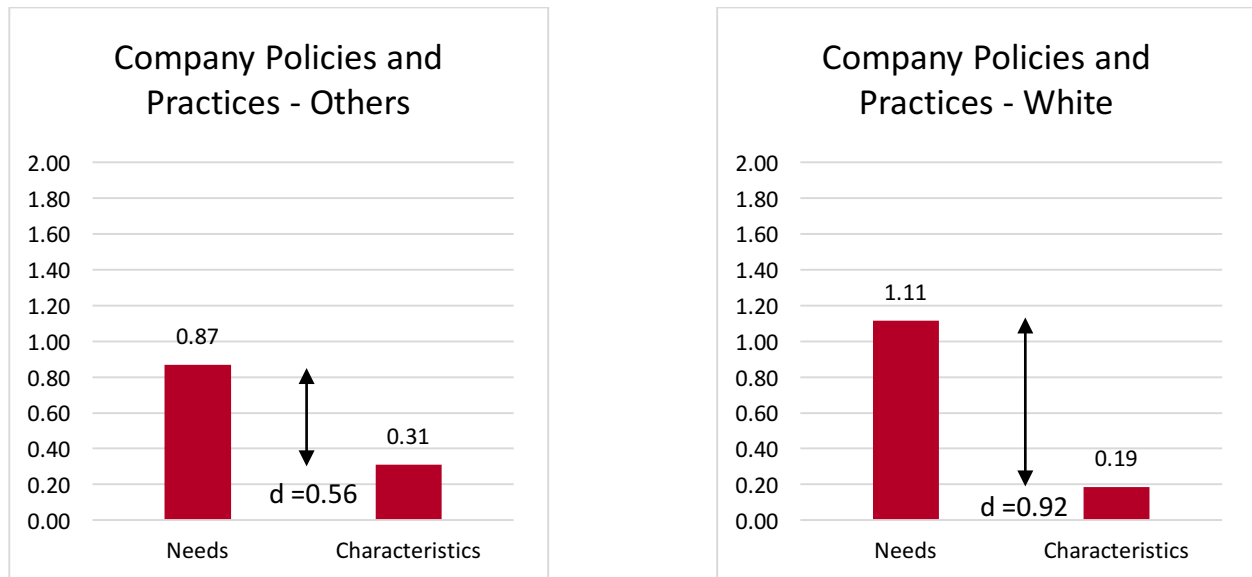
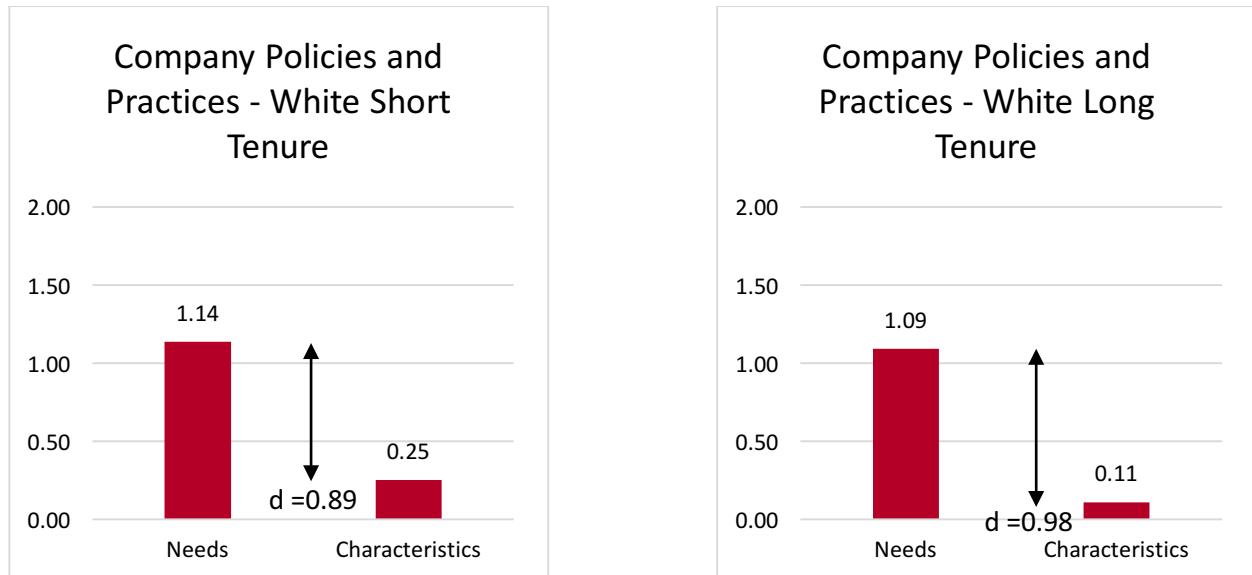


Figure 13

*Fulfillment of White Officers' Work Needs – Company Policies and Practices (Short Tenure vs. Long Tenure)*



**Recommendation 5:** Adjust work schedules

- Figure 14 indicates that African American and other racial group officers' work needs on Work Condition are partially fulfilled. Work conditions can cover a wide array of topics, including both physical work load such as work time and work shift, as well as mental demand such as stress and interpersonal relationship. Interestingly, this discrepancy is



much smaller for White officers with short tenure and does not exist for those with longer tenure. The results showed that for minority group officers, the current work condition at the department is demanding and slightly overwhelming. Since this finding does not generalize to White officers, it is likely that minority group officers are experiencing increasing amount of mental stress compared to White officers. A further examination of this topic would be helpful to determine which areas officers find most challenging.

- According to the comments of officers that we collected in the survey, one possible area that the department can improve on is to allow for a more flexible working schedule and reduce the duration of each shift if possible.
  - Bell et.al. (2015) found that compared to officers working four 10 hours shifts per week, officers working three 13 hours 20 minutes shifts experienced significant decreases in hours of sleep, overall quality of sleep, concentration, cognitive processing, and quality of life (overall and in six of eight subareas), as well as significant increases in fatigue, daytime dysfunction due to sleepiness, reaction time, anticipatory errors, and Professional Standards Bureau complaints.

Figure 14

*Fulfillment of Work Needs -- Work Condition (Others vs. White)*



Figure 15

*Fulfillment of White Officers' Work Needs – Work Condition (Short Tenure vs. Long Tenure)*



**Recommendation 6:** Improve sense of accomplishment

- Figure 16 shows that African American and other racial group officers' work needs on Achievement are partially fulfilled. Similarly, White officers' needs in this aspect of their job are also partially fulfilled, though the difference for the long tenure group is slightly larger. The finding shows that officers need a higher sense of accomplishment in their job.
- The department can publish an annual report summarizing officers' contribution to the community and deliver "Thank you" notes to police officers for their great effort and work. The department can also offer some other recognitions and acknowledgements as well. However, acknowledgements from the department side alone are not sufficient. Recognition from the community will also play a crucial role in enhancing the sense of accomplishments of police officers. This is especially important for African American officers, since their needs for social status tend to be higher than that of White officers. Therefore, we also recommend that Brooklyn Park Police Department pay attention to community-oriented policing to build a positive image of police officers among the African American community. For specific recommendations on this topic, please see page 38 "Community Oriented Policing" for details.<sup>24</sup>

Figure 16

*Fulfillment of Work Needs – Achievement (Others vs. White)*



Figure 17

*Fulfillment of White Officers' Work Needs – Achievement (Short Tenure vs. Long Tenure)*



### Recommendation 7: Improve ability utilization

- Figure 18 shows that African American and other racial group officers' work needs on Ability Utilization are partially fulfilled. The discrepancy is smaller for white officers and does not differ between officers with short tenure and long tenure. The results indicate that officers at BPPD are looking forward to using their abilities to a greater extent in their daily work.

- We recommend that the department consider providing more opportunities to police officers to utilize their abilities. Some examples include assigning different tasks to officers based on their strengths and weaknesses, and allowing police officers to try out different tasks during their work.

Figure 18

*Fulfillment of Work Needs – Ability Utilization (Others vs. White)*

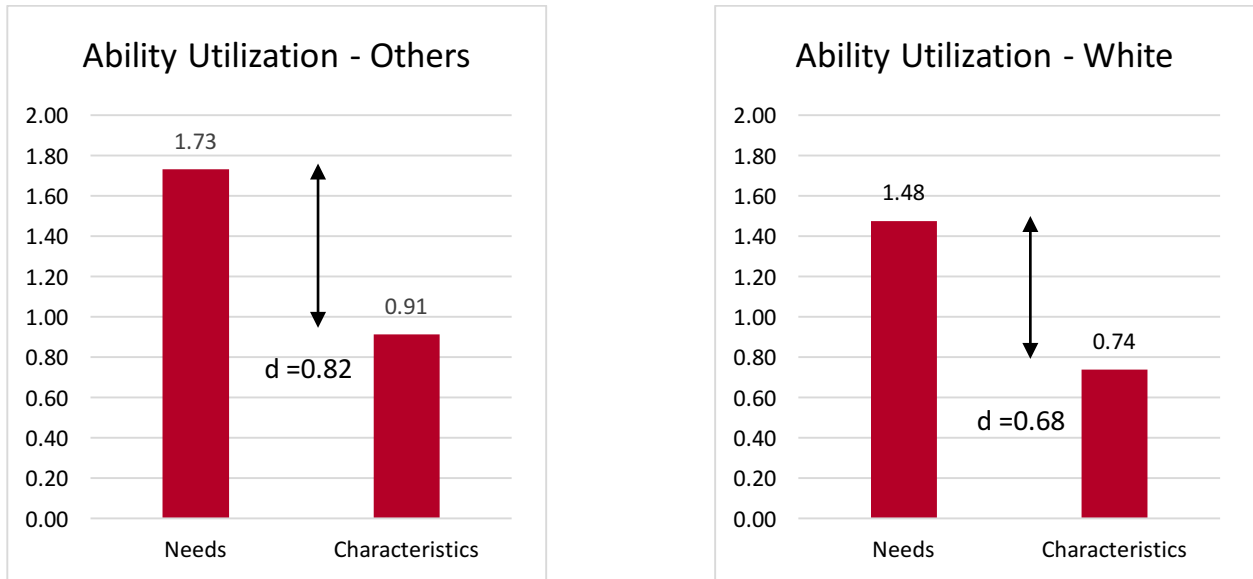
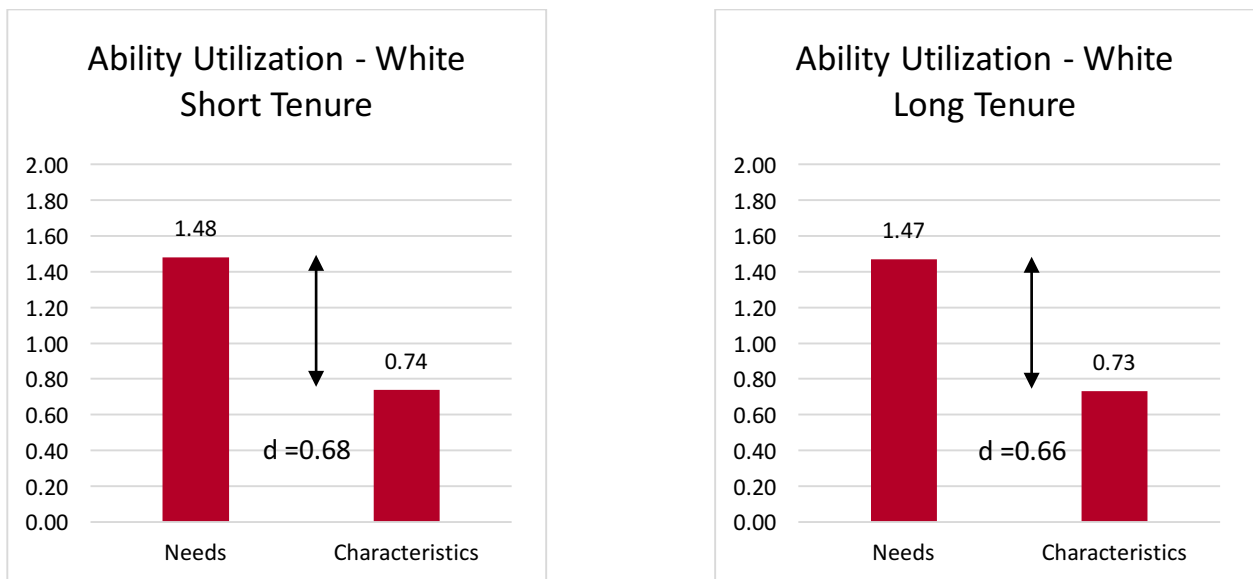


Figure 19

*Fulfillment of White Officers' Work Needs – Ability Utilization (Short Tenure vs. Long Tenure)*



### **Comments from Police Officers**

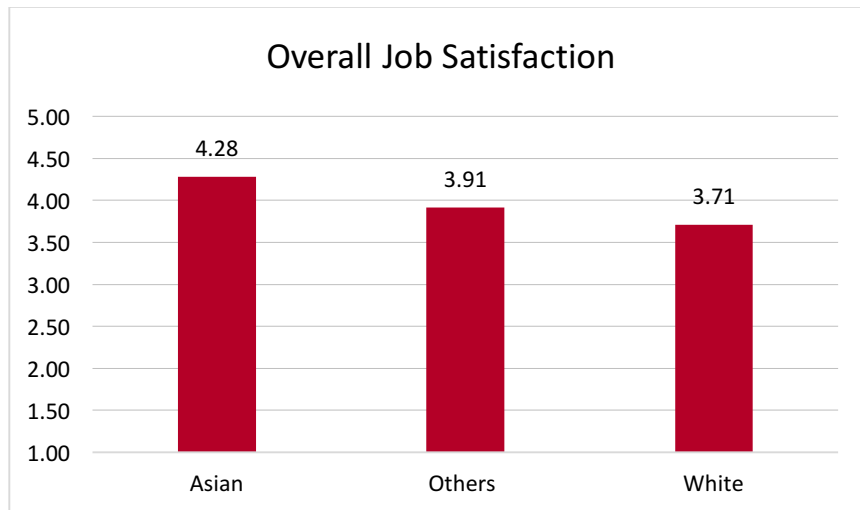
- Besides the questionnaire, we also asked officers to comment about the different aspects of the job that they are either satisfied or unsatisfied about. We ran a content analysis to identify the major themes that emerged.
- The results of the content analysis corroborated our previous analyses. Officers are most concerned with the department's policies, supervision relationship and work conditions, followed by autonomy and ability utilization. For the full list of topics and the correspondent quotes of officers, please refer to Appendix E "*Summary of Comments from Police Officers*".

## Current Job Satisfaction Level of Police Officers

- In the last section of the questionnaire, we asked officers to rate their current job satisfaction level on each of the 20 job aspects, and we calculated a total satisfaction score by averaging the satisfaction scores of all the job aspects. For detailed descriptive statistics, please see Appendix H “*Descriptive Statistics of Job Satisfaction of Police Officers*”. Based on the previous results of the fulfillment level of work needs, it is expected that police officers in the minority group will have a higher satisfaction level than those in the majority group.
- Figure 20 shows the current satisfaction level for officers in the three ethnicity groups. As expected, minority group officers are more satisfied than majority group officers, with Asian officers being the most satisfied, followed by African American and Hispanic officers. According to Figure 21, the job satisfaction level of White officers is similar for short tenure and long tenure groups.

Figure 20

*Overall Job Satisfaction of Police Officers*

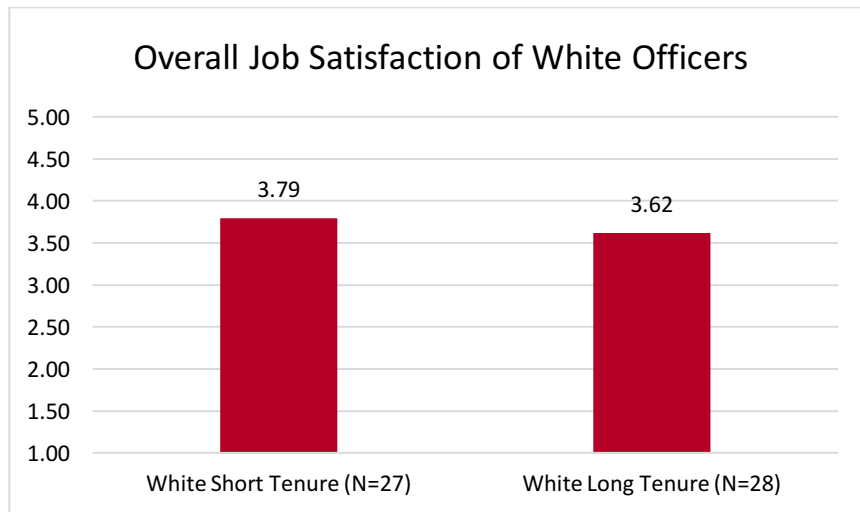


Note: the satisfaction level ranges from 1 to 5, with 1 being “Very Dissatisfied” and 5 being “Very Satisfied”

<u>Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Asian	4.28	0.37
Others	3.91	0.51
White	3.71	0.51

Figure 21

*Overall Job Satisfaction of White Officers (Short Tenure vs. Long Tenure)*



Note: the satisfaction level ranges from 1 to 5, with 1 being “Very Dissatisfied” and 5 being “Very Satisfied”

<u>Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Short Tenure	3.79	0.48
Long Tenure	3.62	0.55

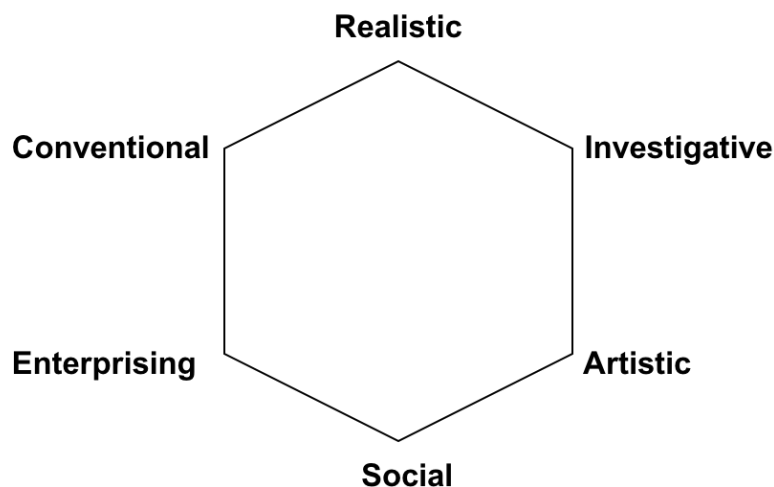
**Recommendation 8:** Emphasize high job satisfaction

- Brooklyn Park Police Department can use a recruitment campaign to highlight the high job satisfaction level of current African American and other minority group police officers.

## Vocational Interests of Police Officers

### Vocational interest

- Vocational interests reflect relatively stable individual differences that influence behavior through preferences for certain work activities and work environments (Holland, 1973; Kuder, 1977; Mount, Barrick, Scullen, & Rounds, 2005).
- Three aspects of this definition are noteworthy (Van Iddekinge, Putka, & Campbell, 2011):
  1. Interests tend to be **quite stable over time** (e.g., Low, Yoon, Roberts, & Rounds, 2005) and, thus, are considered to have a strong dispositional component (although experiences can help shape people's interests; Lent, Brown, & Hackett, 1994).
  2. Interests are **rooted in the work context** and focus on the types of activities people prefer to perform and the environments in which they prefer to perform those activities.
  3. Interests are thought to **influence the way people behave at work** by increasing motivation to perform the work activities they prefer and by inspiring workers to increase knowledge and skills relevant to performing those activities.
- There are 6 Types of Major Occupational Interests





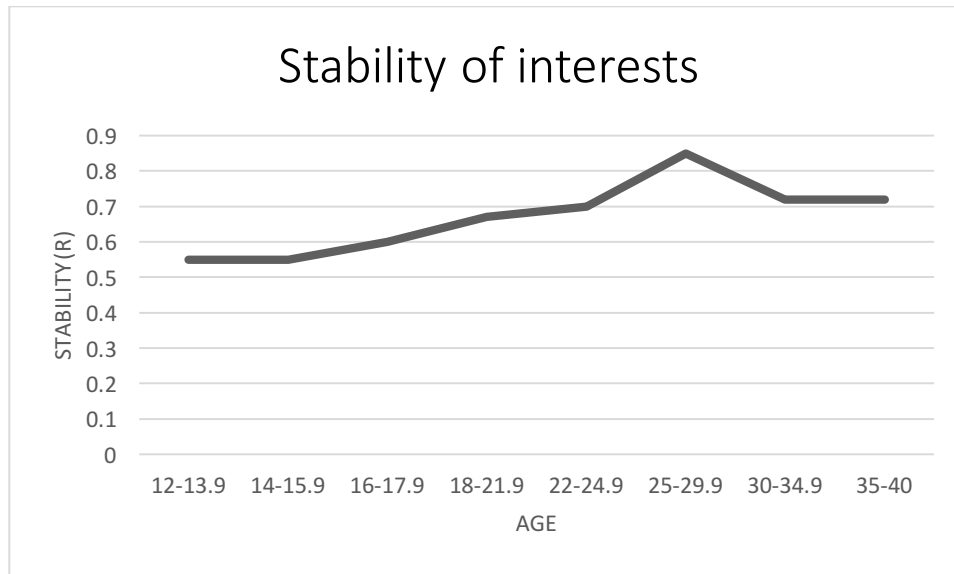
O\*NET (Reiter-Palmon, Brown, Sandall, Buboltz, & Nimps, 2006)

- **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- **Investigative** — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- **Artistic** — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
- **Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
- **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

## Importance of Interests

- Holland's (1959, 1966, 1973, 1997) theory of vocational personalities and work environments states that an employee's satisfaction with a job, as well as their propensity to leave that job, depend on the degree to which his/her personality matches the occupational environment.
- Cumulative research (Morris, 2003; Van Iddekinge, Roth, Putka, & Lanivich, 2011) suggests individuals whose interests are congruent with their interest in the job will
  - **perform better**
  - **be more satisfied** with their job
  - **and are less likely to turnover.**

## Stability of interests

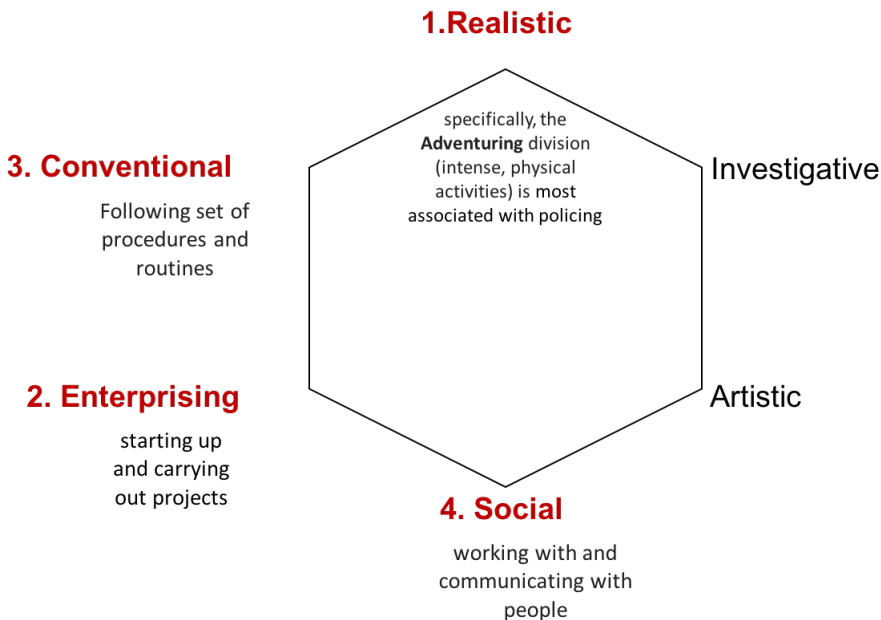


- Meta-analyses examined the stability of vocational interests from early adolescence (age 12) to middle adulthood (age 40) and found that interest stability remained unchanged during much of adolescence and approximate peak stability at ages 18 to 21.9, where it remained for the next 2 decades (Low & Rounds, 2007; Low, Yoon, Roberts, & Rounds, 2005)
- High stability suggests that educational and career decisions based on one's interests may be made at an early age (Low & Rounds, 2007).

## Interests are universal

- Tracey et al. (2005) found the **structure of interests** did not vary as a function of gender or ethnicity.
- The pattern of interests was fairly stable and similar across all ethnic groups and both genders (Tracey & Robbins, 2005).
- Girls had greater clarity scores than boys and girls had greater increases in clarity scores from grade 10 to grade 12 than boys.
- **Clarity scores** were **generally lower for Mexican Americans and African Americans** than they were for other groups.
- There were some ethnicity differences in absolute change over time, with **African Americans** and Mexican Americans demonstrating **less change**.

## Interest Profile of Police Patrol Officers



- According to the O\*NET occupational database, police patrol officers tend to have high Realistic, Enterprising, Conventional, and Social interests.
- The O\*NET interest code is “REC”, the top three types of interests for the patrol officers.
- Recruiting individuals who have interest profiles (i.e. occupations with interest codes including letters REC) that are congruent with that of policing interest profiles such as the police patrol officer will help to reduce turnover and improve satisfaction and performance.

O\*NET Online: <https://www.onetonline.org/link/summary/33-3051.01>

## Recommendation 9

- We first suggest **growing the applicant pool** through target assessments of high school students who have the policing profile.
  - We can assess interests of students as early as their sophomore year.
  - We can assess students regardless of ethnic group or gender.
  - We can provide career guidance to the students through interest assessments that will motivate them to participate in the assessment.

- We plan to contact Park Center and Champlin Park high schools to conduct interest assessments of high school students (grades 10-12).
- We can then target the recruitment of students with interest profiles most similar to policing jobs into the Police Explorer program of Brooklyn Park.

## **Recommendation 10**

- We can further engage high school students through activities such as ride-alongs with police officers, where they can get a more realistic view of what policing is like and hopefully increase the attractiveness of policing.

## **Recommendation 11**

- We recommend recruiting from **other occupations** with similar profiles as policing (patrol officers have interest profile: REC).
  - For example:
    - Security guards (RCE)
    - Correctional officers and jailers (REC)
    - Police, Fire, and Ambulance Dispatchers (CRE)
    - Licensing Examiners and Inspectors (CE)

## **General Recruitment Strategies**

In this section, strategies for recruitment were compiled based on the current literature on policing. Channels of recruitment efforts as well as research on community-oriented policing were included with a set of recommendations.

### **Channels for recruitment efforts**

#### **1. Social Media/Newspaper**

We recommend the use of visible minorities in advertisements/flyers/posts.

#### **2. High schools, community colleges, minority organizations**

We emphasize:

- a. Communication with career services offices within colleges with Professional Peace Officer Education (PPOE) programs: In this way, the police department would be updated about career related activities in colleges. Also, career services might play an important role as a resourceful conduit between the current applicant pool and the police department. These offices should be provided with the most recent job advertisements/flyers/posts.
- b. Use of police officers' contacts with high school teachers/counselors/administrators: These close contacts of students will help the police department reach potential candidates more easily. Our proposal of finding and approaching students with vocational interests suited to pursue a law enforcement job depends on the quality of these contacts and success in promoting the proposed approach.
- c. Visiting high schools, community colleges and minority organizations: In addition to being part of some formal job-related events, this can involve getting in touch with administrators, members, students with some structured information sessions where participants can engage with officers and ask questions on the spot. These can help the police department encourage potential applicants to seek more information and get first-hand information.
- d. Being visible in Job Fairs.

### 3. Community outreach programs/presentations

The ranking of perceived effectiveness of recruitment strategies (from most effective to the least) (Jain et al., 2008):

- Social Media/Newspapers: Digital platforms such as Facebook and LinkedIn can be utilized to create and post job announcements. These platforms come with interactive features which allow the current police officers to directly address questions and concerns.
- Visible minorities as role models
- Community outreach programs/presentations
- Job fairs

For each recruitment channel, we recommend:

- Clearly communicating the selection procedures
- Promoting the Cadet program
- Recruiting candidates for programs like the Explorer program where individuals get a glimpse of the cadet program.

## **Community-Oriented Policing**

### **Community attitudes as a barrier for recruitment**

- Negative attitudes toward the police among minority groups might affect intentions of participating in the police force (O'Neill & Holdaway, 2008).
- Some barriers to recruitment of visible minorities may include (Jain et al., 2008):
  - Home-country perceptions of police
  - Policing not being an acceptable profession for minority women
  - Better opportunities elsewhere
  - Distrust of police
  - Not perceiving policing as an “honorable” profession

### **Improving the relationship between the community and police**

- Research shows that “multicultural awareness training” has little to no effect on attitudes and behaviors of attendees (Johnson, 2017).
- However, some research does show that “intergroup contact” is the key to breaking down racial barriers, especially that which involves cooperative work on a project (Paluck, 2006; Pettigrew & Tropp, 2006).
- Johnson (2017) suggests that law enforcement working together with minority citizens can reduce bias and animosity on both sides.
- “Consider, for example, community meetings with African-American residents of a particular apartment complex dealing with a crime problem where the meetings involve breaking into groups consisting of 4-8 citizens and one officer per group, for the purposes of collaboratively developing a response to the crime problem. Based on the research discussed above, it is likely that such an activity requiring officers and citizens to work together will see some preconceived prejudices reduced on both sides. The officers will likely develop a greater understanding of the citizens, and the citizens will develop a greater appreciation for the officers. In fact, research has revealed this type of activity actually does increase citizen satisfaction with the police” (Johnson, 2017, p.4).
- Similarly, conducting targeted community meetings with neighborhood residents to address crime issues has been shown to increase citizen satisfaction with the police in Baltimore (Gordner, 1986) and Chicago (Skogan & Hartnett, 1999).

- Along the same lines, many studies have shown that foot patrols in the U.S., U.K. and Australia reduce fear and increase satisfaction with police among residents where these patrols were deployed, compared to their police-car counterparts (Zhao, Schneider, & Thurman, 2002).
- The development of a “Citizen Police Academy” (CPA) may also help reduce tensions between the police and the citizens. This is another method of fostering contact and communication between police and the citizens (Cohn, 1996).
- The goal of the CPA is stated as being to “increase better understanding between citizens and police through education” (Ferguson, 1985). Some of the successful programs and actions taken by a CPA include (as per Cohn, 1996):
  - A mini “course” offering with classes on topics like criminal law, domestic awareness, use of force, and firearms safety. These class schedules usually take place over 10 to 13 weeks, with classes meeting weekly for 1-2 hour sessions.
  - Option of offering a “ride along” to participants
- Follow-up activities that keep citizens engaged after completion of the program

### **Practical strategies for improving police-community relations**

**Recommendation 11:** Having targeted community meetings where the local police force solicits opinions from citizens on crime prevention and current issues

**Recommendation 12:** Offering to teach courses in, for example, criminal law, use of force, and firearms safety to the community

**Recommendation 13:** Having more police units on foot patrol in areas if feasible



## **Summary of Recommendations**

The following list is a summary of all the recommendations we proposed based on data from empirical research and literature reviews. Among them, eight suggestions aim to improve the recruitment of African American officers and expand the African American applicant pools, while the rest of the five suggestions focus on enhancing the retention of African American police officers by improving the current HR systems of the department. Furthermore, we evaluated each recommendation in terms of their cost and effectiveness. Figure 21 maps out each recommendation according to their cost and effectiveness. We recommend BPPD start with strategies with moderate cost and effectiveness, such as customizing recruitment messages and integrating the empirical evidences into the recruitment messages. However, to achieve the maximum effect, the department should approach strategies with the highest cost and effectiveness if possible (e.g. identifying high school students with the policing interest profiles).

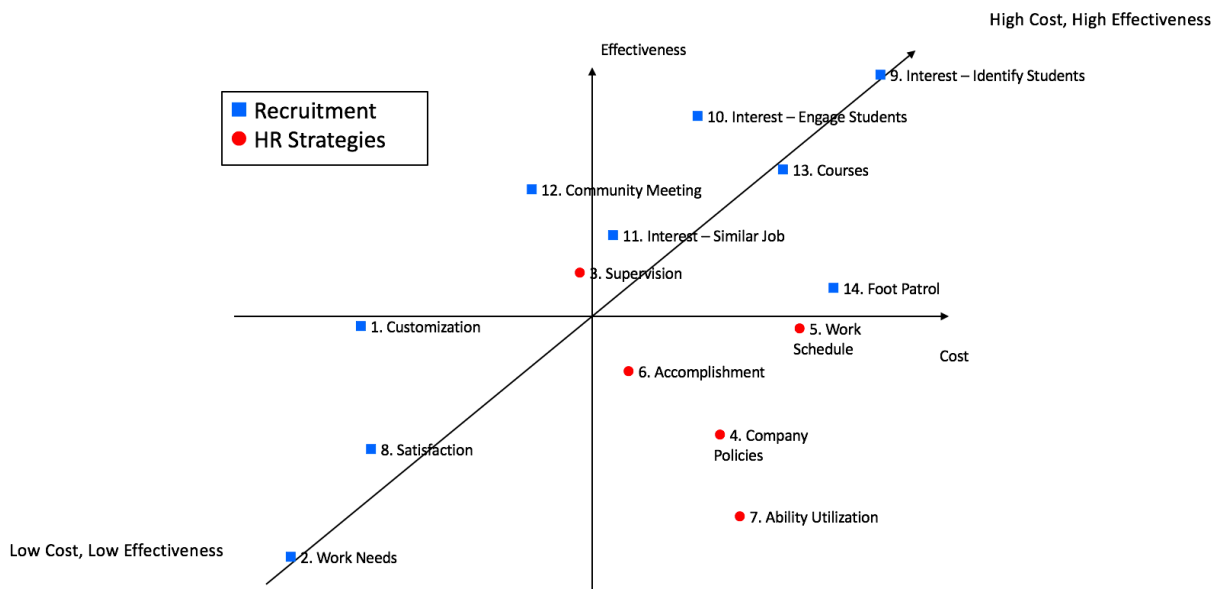
### **Recruitment Strategies:**

1. Customize recruitment message
2. Emphasize fulfillment of work needs
8. Emphasize high job satisfaction
9. Interest profile – identify students
10. Interest profile – engage students
11. Interest profile – similar job
12. Community meeting
13. Community Courses
14. Foot patrol

### **HR Strategies:**

3. Increase supervision support
4. Improve company policies
5. Adjust work schedules
6. Improve sense of accomplishment
7. Improve ability utilization

Figure 22  
*Effectiveness vs. Cost of Recommendations*



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## **Appendix A: Consent Form**

You are invited to participate in a research study of recruitment, selection, and retention strategies to diversify Brooklyn Park Police Department. You were selected as a possible participant because of your involvement in the Brooklyn Park Police Department as a patrol officer. This study is being undertaken as part of a project to better understand needs and challenges of the City of Brooklyn Park Police Department and is a collaboration between the University of Minnesota and the City of Brooklyn Park as part of the Resilient Communities Project (RCP; [www.rcp.umn.edu](http://www.rcp.umn.edu)). We ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being supervised by: Dr. Deniz Ones, professor in the Psychology Department at the University of Minnesota.

### **Background Information**

The purpose of this study is to develop strategies for assisting the Brooklyn Park Police Department with recruitment, selection, and retention to diversify the ethnicity of patrol officers. This information will be used to fulfill the major goals of the project, as well as contributing to the literature regarding patrol officers.

### **Procedure**

If you agree to be in this study, we would ask you to do the following things: Please read this consent form carefully. After you have read and understood this form, check the box at the bottom of the form to signify your willingness to participate in this survey. Then click [ >> ] at the bottom of the form to proceed to the survey. We will appreciate you answering the questions in each section to your best effort. However, you are free to withdraw from the survey during any time at your own discretion.

### **Risks and Benefits of being in the Study**

Risks: The study presents minimal risk to participants. Some survey questions ask you for information regarding your employment and facts and opinions related to your work.

### **Benefits**

The information you provide by participating in this survey will help the researchers get a better understanding of the needs of the Brooklyn Park Police Department. The information gathered will be used to develop recruitment, selection and retention strategies to improve the diversity at the police department, which may benefit its patrol officers directly.

### **Compensation**

No compensation will be provided for completing this survey.

### **Confidentiality**

The records of this study will be kept private and confidential. We are not collecting any personal identifiers (names, employee ID etc.) in this survey. There will be no way to identify individual survey respondents. City of Brooklyn Park and its police department will not be provided individual responses of participants. Research records will be stored securely and only researchers will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality. Data will only be reported in aggregate form

for any reports and recommendations based on this survey.

### **Voluntary Nature of the Study**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or with the City of Brooklyn Park. If you decide to participate, you are free to withdraw at any time without affecting those relationships. If you choose not to participate or choose to quit the survey before you have completed it, you will incur no penalties.

### **Contacts and Questions**

The researchers supervising this survey are: Dr. Deniz S. Ones. If you have any questions regarding the survey, now or in the future, you are encouraged to contact the graduate student research affiliates, Yilei Wang at wang6568@umn.edu, Jingyuan (Sarah) Tian at tianx188@umn.edu, or Yagizhan Yazar at yazar001@umn.edu. You may also contact Professor Ones at [Deniz.S.Ones-1@tc.umn.edu](mailto:Deniz.S.Ones-1@tc.umn.edu). To share feedback privately about your research experience, including any concerns about the study, call the Research Participants Advocate Line: 612-625-1650 or give feedback online at [www.irb.umn.edu/report.html](http://www.irb.umn.edu/report.html). You may also contact the Human Research Protection Program in writing at D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455.

*You may print a copy of this information to keep for your records.*

### **Statement of Consent**

I have read the above information. I have asked questions and have received answers. I consent to participate in the study. Please check the box below to indicate your consent to participate in this study.

Yes

No

## Appendix B: Minnesota Importance Questionnaire

### Instructions

Q59 The purpose of this questionnaire is to find out what you consider important in your ideal job, the kind of job you would most like to have.

Q60 On the following pages are groups of five statements about work. Read each group of statements carefully. Rank the five statements in each group in terms of their importance to you in your ideal job. Rank in the first place for the statement which is most important to you in your ideal job, then rank number two for the statement which is next most important to you, and so on. Put the statement last that is least important to you in your ideal job.

Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q61 On my ideal job ...

- \_\_\_\_\_ I could be busy all the time.
- \_\_\_\_\_ I could do things for other people.
- \_\_\_\_\_ I could try out some of my own ideas.
- \_\_\_\_\_ my pay would compare well with that of other workers.
- \_\_\_\_\_ the job would provide an opportunity for advancement.

Q62 On my ideal job ...

- \_\_\_\_\_ I could do things for other people.
- \_\_\_\_\_ I could do something different every day.
- \_\_\_\_\_ the job could give me a feeling of accomplishment.
- \_\_\_\_\_ my boss would train the workers well.
- \_\_\_\_\_ the company would administer its policies fairly.

Q63 On my ideal job ...

- \_\_\_\_\_ I could do the work without feeling that it is morally wrong.
- \_\_\_\_\_ my boss would back up the workers (with top management).
- \_\_\_\_\_ I could do something different every day.
- \_\_\_\_\_ I could do something that makes use of my abilities.
- \_\_\_\_\_ I could be busy all the time.

Q64 On my ideal job ...

- \_\_\_\_\_ the company would administer its policies fairly.
- \_\_\_\_\_ I could try out some of my own ideas.
- \_\_\_\_\_ I could do something that makes use of my abilities.
- \_\_\_\_\_ my co-workers would be easy to make friends with.
- \_\_\_\_\_ I could be "somebody" in the community.



Q66 Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q67 On my ideal job ...

- \_\_\_\_\_ my boss would train the workers well.
- \_\_\_\_\_ I could plan my work with little supervision.
- \_\_\_\_\_ my boss would back up the workers (with top management).
- \_\_\_\_\_ I could try out some of my own ideas.
- \_\_\_\_\_ the job would have good working conditions.

Q68 On my ideal job ...

- \_\_\_\_\_ I could get recognition for the work I do.
- \_\_\_\_\_ I could do the work without feeling that it is morally wrong.
- \_\_\_\_\_ I could plan my work with little supervision.
- \_\_\_\_\_ I could do things for other people.
- \_\_\_\_\_ my co-workers would be easy to make friends with.

Q69 On my ideal job ...

- \_\_\_\_\_ my boss would back up the workers (with top management).
- \_\_\_\_\_ the company would administer its policies fairly.
- \_\_\_\_\_ my pay would compare well with that of other workers.
- \_\_\_\_\_ I could get recognition for the work I do.
- \_\_\_\_\_ I could tell people what to do.

Q70 On my ideal job ...

- \_\_\_\_\_ I could do something different every day.
- \_\_\_\_\_ my co-workers would be easy to make friends with.
- \_\_\_\_\_ I could make decisions on my own.
- \_\_\_\_\_ the job would have good working conditions.
- \_\_\_\_\_ my pay would compare well with that of other workers.

Q71 Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q72 On my ideal job ...

- \_\_\_\_\_ I could do something that makes use of my abilities.
- \_\_\_\_\_ I could tell people what to do.
- \_\_\_\_\_ the job would have good working conditions.
- \_\_\_\_\_ the job would provide for steady employment.
- \_\_\_\_\_ I could do things for other people.

Q73 On my ideal job ...

- \_\_\_\_\_ I could make decisions on my own.
- \_\_\_\_\_ I could be busy all the time.
- \_\_\_\_\_ the job would provide for steady employment.
- \_\_\_\_\_ the company would administer its policies fairly.
- \_\_\_\_\_ I could plan my work with little supervision.

Q74 On my ideal job ...

- \_\_\_\_\_ the job could give me a feeling of accomplishment.
- \_\_\_\_\_ I could make decisions on my own.
- \_\_\_\_\_ I could tell people what to do.
- \_\_\_\_\_ I could do the work without feeling that it is morally wrong.
- \_\_\_\_\_ I could try out some of my own ideas.

Q75 On my ideal job ...

- \_\_\_\_\_ my co-workers would be easy to make friends with.
- \_\_\_\_\_ the job would provide for steady employment.
- \_\_\_\_\_ the job would provide an opportunity for advancement.
- \_\_\_\_\_ my boss would back up the workers (with top management).
- \_\_\_\_\_ the job could give me a feeling of accomplishment.

Q76 Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q77 On my ideal job ...

- \_\_\_\_\_ I could plan my work with little supervision.
- \_\_\_\_\_ the job would provide an opportunity for advancement.
- \_\_\_\_\_ I could be "somebody" in the community.
- \_\_\_\_\_ I could tell people what to do.
- \_\_\_\_\_ I could do something different every day.

Q78 On my ideal job ...

- \_\_\_\_\_ my pay would compare well with that of other workers.
- \_\_\_\_\_ the job could give me a feeling of accomplishment.
- \_\_\_\_\_ I could work alone on the job.
- \_\_\_\_\_ I could plan my work with little supervision.
- \_\_\_\_\_ I could do something that makes use of my abilities.

Q79 On my ideal job ...

- \_\_\_\_\_ I could tell people what to do.
- \_\_\_\_\_ my boss would train the workers well.
- \_\_\_\_\_ my co-workers would be easy to make friends with
- \_\_\_\_\_ I could be busy all the time.
- \_\_\_\_\_ I could work alone on the job.

Q80 On my ideal job ...

- \_\_\_\_\_ the job would provide for steady employment.
- \_\_\_\_\_ my pay would compare well with that of other workers.
- \_\_\_\_\_ my boss would train the workers well.
- \_\_\_\_\_ I could be "somebody" in the community.
- \_\_\_\_\_ I could do the work without feeling that it is morally wrong.

Q82 Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q81 On my ideal job ...

- \_\_\_\_\_ I could work alone on the job.
- \_\_\_\_\_ I could be "somebody" in the community.
- \_\_\_\_\_ I could do things for other people.
- \_\_\_\_\_ my boss would back up the workers (with top management).
- \_\_\_\_\_ I could make decisions on my own.

Q83 On my ideal job ...

- \_\_\_\_\_ I could try out some of my own ideas.
- \_\_\_\_\_ I could get recognition for the work I do.
- \_\_\_\_\_ I could do something different every day.
- \_\_\_\_\_ I could work alone on the job.
- \_\_\_\_\_ the job would provide for steady employment.

Q84 On my ideal job ...

- \_\_\_\_\_ the job would provide an opportunity for advancement.
- \_\_\_\_\_ I could do something that makes use of my abilities.
- \_\_\_\_\_ I could get recognition for the work I do.
- \_\_\_\_\_ I could make decisions on my own.
- \_\_\_\_\_ my boss would train the workers well.

Q85 On my ideal job ...

- \_\_\_\_\_ the job would have good working conditions.
- \_\_\_\_\_ I could work alone on the job.
- \_\_\_\_\_ the company would administer its policies fairly.
- \_\_\_\_\_ the job would provide an opportunity for advancement.
- \_\_\_\_\_ I could do the work without feeling that it is morally wrong.

Q86 Please rank the statements for each group by dragging and dropping the items in order of importance. Remember: rank 1 = most important to you in your ideal job; rank 2 = next most important, and so on, to rank 5 for least important to you in your ideal job.

Q87 On my ideal job ...

- \_\_\_\_\_ I could be "somebody" in the community.
- \_\_\_\_\_ the job would have good working conditions.
- \_\_\_\_\_ I could be busy all the time.
- \_\_\_\_\_ the job could give me a feeling of accomplishment.
- \_\_\_\_\_ I could get recognition for the work I do.

Q88 On this page consider each statement and decide whether or not it is important to have in your ideal job. If you think that the statement is important for your ideal job, select "Yes" If you think that the statement is not important for your ideal job, select "No"

Q89 On my ideal job it is important that...

	Yes	No
I could do something that makes use of my abilities.	<input type="radio"/>	<input type="radio"/>
The job could give me a feeling of accomplishment.	<input type="radio"/>	<input type="radio"/>
I could be busy all the time.	<input type="radio"/>	<input type="radio"/>
The job would provide an opportunity for advancement.	<input type="radio"/>	<input type="radio"/>
I could tell people what to do.	<input type="radio"/>	<input type="radio"/>
The company would administer its policies fairly.	<input type="radio"/>	<input type="radio"/>
My pay would compare well with that of other workers.	<input type="radio"/>	<input type="radio"/>
My co-workers would be easy to make friends with.	<input type="radio"/>	<input type="radio"/>
I could try out some of my own ideas.	<input type="radio"/>	<input type="radio"/>
I could work alone on the job.	<input type="radio"/>	<input type="radio"/>
I could do the work without feeling that it is morally wrong.	<input type="radio"/>	<input type="radio"/>
I could get recognition for the work I do.	<input type="radio"/>	<input type="radio"/>
I could make decisions on my own.	<input type="radio"/>	<input type="radio"/>
The job would provide for steady employment.	<input type="radio"/>	<input type="radio"/>
I could do things for other people.	<input type="radio"/>	<input type="radio"/>
I could be "somebody" in the community.	<input type="radio"/>	<input type="radio"/>
My boss would back up the workers (with top management).	<input type="radio"/>	<input type="radio"/>
My boss would train the workers well.	<input type="radio"/>	<input type="radio"/>
I could do something different every day.	<input type="radio"/>	<input type="radio"/>
The job would have good working conditions.	<input type="radio"/>	<input type="radio"/>
I could plan my work with little supervision.	<input type="radio"/>	<input type="radio"/>

## Appendix C Minnesota Job Description Questionnaire

### Instructions

Q90 On the following pages you are asked to rank statements on the basis of how well they describe your current job.

Q2 Statements about this job are in groups of five. You are asked to consider each group of five individually and rank the five statements in terms of how well they describe the job by dragging and dropping the statements. You will find some of these comparisons more difficult to make than others, but it is important that you rank every statement in each group.

Q6 Please rank the five statements in each group on the basis of how well they describe your current job by dragging and dropping the statements.

Q7 Workers on this job ...

- \_\_\_\_\_ are busy all the time.
- \_\_\_\_\_ have work where they do things for other people.
- \_\_\_\_\_ try out their own ideas.
- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ have opportunities for advancement.

Q8 Workers on this job ...

- \_\_\_\_\_ have work where they do things for other people.
- \_\_\_\_\_ have something different to do every day.
- \_\_\_\_\_ get a feeling of accomplishment.
- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ have a company which administers its policies fairly.

Q9 Workers on this job ...

- \_\_\_\_\_ do work without feeling that it is morally wrong.
- \_\_\_\_\_ have bosses who back up their workers (with top management).
- \_\_\_\_\_ have something different to do every day.
- \_\_\_\_\_ make use of their individual abilities.
- \_\_\_\_\_ are busy all the time.

Q10 Workers on this job ...

- \_\_\_\_\_ have a company which administers its policies fairly.
- \_\_\_\_\_ try out their own ideas.
- \_\_\_\_\_ make use of their individual abilities.
- \_\_\_\_\_ have co-workers who are easy to make friends with.
- \_\_\_\_\_ have the position of "somebody" in the community.

Q11 Please rank the five statements in each group on the basis of how well they describe your current job by dragging and dropping the statements.

Q11 Workers on this job ...

- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ have bosses who back up their workers (with top management).
- \_\_\_\_\_ try out their own ideas.
- \_\_\_\_\_ have good working conditions.

Q12 Workers on this job ...

- \_\_\_\_\_ receive recognition for the work they do.
- \_\_\_\_\_ do work without feeling that it is morally wrong.
- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ have work where they do things for other people.
- \_\_\_\_\_ have co-workers who are easy to make friends with.

Q13 Workers on this job ...

- \_\_\_\_\_ have bosses who back up their workers (with top management).
- \_\_\_\_\_ have a company which administers its policies fairly.
- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ receive recognition for the work they do.
- \_\_\_\_\_ tell other workers what to do.

Q14 Workers on this job ...

- \_\_\_\_\_ have something different to do every day.
- \_\_\_\_\_ have co-workers who are easy to make friends with.
- \_\_\_\_\_ make decisions on their own.
- \_\_\_\_\_ have good working conditions.
- \_\_\_\_\_ are paid well in comparison with other workers.



Q15 Please rank the five statements in each group on the basis of how well they describe your current job by dragging and dropping the statements.

Q16 Workers on this job ...

- \_\_\_\_\_ make use of their individual abilities.
- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ have good working conditions.
- \_\_\_\_\_ have steady employment.
- \_\_\_\_\_ have work where they do things for other people.

Q17 Workers on this job ...

- \_\_\_\_\_ make decisions on their own.
- \_\_\_\_\_ are busy all the time.
- \_\_\_\_\_ have steady employment.
- \_\_\_\_\_ have a company which administers its policies fairly.
- \_\_\_\_\_ plan their work with little supervision.

Q18 Workers on this job ...

- \_\_\_\_\_ get a feeling of accomplishment.
- \_\_\_\_\_ make decisions on their own.
- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ do work without feeling that it is morally wrong.
- \_\_\_\_\_ try out their own ideas.

Q19 Workers on this job ...

- \_\_\_\_\_ have co-workers who are easy to make friends with.
- \_\_\_\_\_ have steady employment.
- \_\_\_\_\_ have opportunities for advancement.
- \_\_\_\_\_ have bosses who back up their workers (with top management).
- \_\_\_\_\_ get a feeling of accomplishment.

Q20 Please rank the five statements in each group on the basis of how well they describe your current job by dragging and dropping the statements.

Q21 Workers on this job ...

- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ have opportunities for advancement.
- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ have something different to do every day.

Q22 Workers on this job ...

- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ get a feeling of accomplishment.
- \_\_\_\_\_ do their work alone.
- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ make use of their individual abilities.

Q23 Workers on this job ...

- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ have co-workers who are easy to make friends with.
- \_\_\_\_\_ are busy all the time.
- \_\_\_\_\_ do their work alone.

Q24 Workers on this job ...

- \_\_\_\_\_ have steady employment.
- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ do work without feeling that it is morally wrong.

Q25 Please rank the five statements in each group on the basis of how well they describe your current job by dragging and dropping the statements.

Q26 Workers on this job ...

- \_\_\_\_\_ do their work alone.
- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ have work where they do things for other people.
- \_\_\_\_\_ have bosses who back up their workers (with top management).
- \_\_\_\_\_ make decisions on their own.

Q27 Workers on this job ...

- \_\_\_\_\_ try out their own ideas.
- \_\_\_\_\_ receive recognition for the work they do.
- \_\_\_\_\_ have something different to do every day.
- \_\_\_\_\_ do their work alone.
- \_\_\_\_\_ have steady employment.

Q28 Workers on this job ...

- \_\_\_\_\_ have opportunities for advancement.
- \_\_\_\_\_ make use of their individual abilities.
- \_\_\_\_\_ receive recognition for the work they do.
- \_\_\_\_\_ make decisions on their own.
- \_\_\_\_\_ have bosses who train their workers well.

Q29 Workers on this job ...

- \_\_\_\_\_ have good working conditions.
- \_\_\_\_\_ do their work alone.
- \_\_\_\_\_ have a company which administers its policies fairly.
- \_\_\_\_\_ have opportunities for advancement.
- \_\_\_\_\_ do work without feeling that it is morally wrong.

Q32 Workers on this job ...

- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ have good working conditions.
- \_\_\_\_\_ are busy all the time.
- \_\_\_\_\_ get a feeling of accomplishment.
- \_\_\_\_\_ receive recognition for the work they do.

Q33 On the rest of this page we are asking you to do something different. This time, consider each statement individually and decide whether or not it describes the job. If you think that the statement describes the job, select "Yes" If you think that the statement does not describe the job, select "No"

Q34 Workers on this job ...

	Yes	No
make use of their individual abilities	<input type="radio"/>	<input type="radio"/>
get a feeling of accomplishment	<input type="radio"/>	<input type="radio"/>
are busy all the time	<input type="radio"/>	<input type="radio"/>
have opportunities for advancement	<input type="radio"/>	<input type="radio"/>
tell other workers what to do	<input type="radio"/>	<input type="radio"/>
have a company which administers its policies fairly	<input type="radio"/>	<input type="radio"/>
are paid well in comparison with other workers	<input type="radio"/>	<input type="radio"/>
have co-workers who are easy to make friends with	<input type="radio"/>	<input type="radio"/>
try out their own ideas	<input type="radio"/>	<input type="radio"/>
do their work alone	<input type="radio"/>	<input type="radio"/>
do work without feeling that it is morally wrong	<input type="radio"/>	<input type="radio"/>
receive recognition for the work they do	<input type="radio"/>	<input type="radio"/>
make decisions on their own	<input type="radio"/>	<input type="radio"/>
have steady employment	<input type="radio"/>	<input type="radio"/>
have work where they do things for other people	<input type="radio"/>	<input type="radio"/>
have the position of "somebody" in the community	<input type="radio"/>	<input type="radio"/>
have bosses who back up their workers (with top management)	<input type="radio"/>	<input type="radio"/>
have bosses who train their workers well	<input type="radio"/>	<input type="radio"/>
have something different to do every day	<input type="radio"/>	<input type="radio"/>
have good working conditions	<input type="radio"/>	<input type="radio"/>
plan their work with little supervision	<input type="radio"/>	<input type="radio"/>

Q35 please continue on the next page

Q36 The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs. On the next page you will find statements about your present job. Read each statement carefully. Decide how satisfied you feel about the aspect of your job described by the statement. Keeping the statement in mind: if you feel that your job gives you more than you expected, check the box under "Very Satisfied"; if you feel that your job gives you what you expected, check the box under "Satisfied"; if you cannot make up your mind whether or not the job gives you what you expected, check the box under "Neither Satisfied nor Dissatisfied"; if you feel that your job gives you less than you expected, check the box under "Dissatisfied"; if you feel that your job gives you much less than you expected, check the box under "Very Dissatisfied". Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job. Do this for all statements. Please answer every item. Be frank and honest. Give a true picture of your feelings about your present job.

Q37 Ask yourself: How satisfied am I with this aspect of my job? Very Satisfied means I am very satisfied with this aspect of my job. Satisfied means I am satisfied with this aspect of my job. Neither Satisfied nor Dissatisfied means I can't decide whether I am satisfied or not with this aspect of my job. Dissatisfaction means I am dissatisfied with this aspect of my job. Very Dissatisfaction means I am very dissatisfied with this aspect of my job.

Q38 On my present job, this is how I feel about...

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Being able to keep busy all the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to work alone on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do different things from time to time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to be "somebody" in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my boss handles his/her workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competence of my supervisor in making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to do things that don't go against my conscience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my job provides for steady employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do things for other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to tell people what to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to do something that makes use of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way company policies are put	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

into practice					
My pay and the amount of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chances for advancement on this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The freedom to use my own judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chance to try my own methods of doing the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way my co-workers get along with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The praise I get for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling of accomplishment I get from the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix D Demographic Questionnaire

Finally, please answer the following questions about yourself...

Q41 Do you supervise people working in the occupation of a police officer?

No

Yes

Q42 How long have you been a supervisor of people working in this occupation?

Q43 How many workers do you usually supervise in this occupation?

Q45 How well do you feel you know the characteristics of this occupation?

	not very well 1	2	3	fairly well 4	5	6	7	very well 8
I feel...								

Q46 How long have you been employed in your occupation?

years

months

Q48 Are you a member of a labor union?

Yes

No

Q49 Are you a member of a professional association?

Yes

No

Q50 What is your age?

Q51 What is your sex?

Male

Female

Q91 What is your race?

White

Black or African American

American Indian and Alaska Native

Asian

Native Hawaiian and other Pacific Islander

Hispanic or Latino

Other \_\_\_\_\_

Q52 Your job title



Q57 On the preceding pages you answered questions about the characteristics of the occupation written at the top of this page. Please list below any other characteristics which you think make people satisfied or not satisfied in that occupation.

## Appendix E: Summary of Comments from Police Officers

A content analysis was used to categorize the comments from Police Officers into different themes. The comments are color-coded so that blue stands for positive comments, red stands for negative comments and black stands for neutral comments.

### Supervision-Human Relation

- *“People are satisfied by having a supervisor that tells them what is expected of them, helps them achieve those expectations and their own professional goals, and is honest about correcting occupational behavior that is not productive.”*
- *“Communication from above”*
- *“Satisfied: Feeling like they are supported by the management, the city and the community for the work they do.”*
- *“[Not satisfied with] Supervisors neglect of employees’ opinions”*
- *“If you feel supported by your supervisors and co-workers. If you feel people genuinely care about you as a person (aside from you as an employee).”*
- *“Not satisfied with management”*
- *“Lack of backing by our administration on some contract issues with the city is unsatisfying.”*

### Ability Utilization

- *“Satisfied: Being able to use your own abilities”*
- *“If you feel you are given the opportunity to train (and put to use that training) in areas that interest you.”*

### Work Condition

- *“Satisfied: flexible hours”*
- *“Most people don't know you are signing up for 12 hour shifts and if they do know this, they don't realize how grueling this can be on your body.”*
- *“Not satisfied with work condition”*

### Company Policies and Practices

- *“Dissatisfied: Cliques, favoritism, policies applied to some and not others”*
- *“Dissatisfied- Having rigid policies that don't allow for discretion or individual decision making.”*
- *“Good old boys club: male favoritism leading to better assignments and promotion”*
- *“People are NOT satisfied with current hiring practices and some of the candidates that have been brought on in recent processes. Hiring questionable candidates when other more qualified applicants are being passed on.”*

### Compensation

- *“I think people ARE satisfied with the pay that we make and our contract.”*
- *“Benefits offered by the employer.”*

### Autonomy

- *“Satisfied: Work Independently”*
- *“Satisfied: Make decisions independent of supervision”*
- *“Opportunity for autonomy”*
- *“Being able to make decisions without supervision”*
- *“Making your own decisions are satisfactory”*

## Appendix F: Descriptive Statistics of Work Needs of Police Officers

<u>Needs</u>	<u>White (N=50)</u>		<u>White Short Tenure (N=26)</u>		<u>White Long Tenure (N=24)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	1.48	0.74	1.48	0.66	1.47	0.77
Achievement	1.41	0.67	1.37	0.67	1.47	0.82
Activity	0.56	0.77	0.66	0.89	0.46	0.89
Advancement	0.91	0.36	1.08	0.72	0.73	0.92
Authority	-0.61	-0.05	-0.48	0.76	-0.76	0.58
Company Policies and Practices	1.11	0.19	1.14	0.77	1.09	0.70
Compensation	1.16	1.28	1.08	0.82	1.24	0.61
Coworkers	0.54	0.75	0.60	0.77	0.48	0.71
Creativity	0.96	0.37	0.94	0.58	0.98	0.61
Independence	0.32	0.56	0.33	0.92	0.31	0.79
Moral Values	0.79	1.06	0.84	1.03	0.73	1.09
Recognition	0.49	0.26	0.53	0.98	0.45	0.87
Responsibility	1.51	1.06	1.55	0.50	1.47	0.47
Security of Job	1.44	1.60	1.45	0.74	1.43	0.64
Social Service	0.85	1.32	1.00	0.84	0.68	0.94
Social Status	-0.18	0.10	-0.11	0.86	-0.26	0.90
Supervision-Human Relation	1.57	0.37	1.67	0.75	1.47	0.69
Supervision-Technical	0.80	0.53	0.93	0.75	0.66	0.61
Variety	1.12	1.20	1.21	0.81	1.02	0.78
Work Condition	1.21	1.08	1.24	0.60	1.18	0.80
Autonomy	1.40	0.88	1.32	0.44	1.48	0.64

Note: The total scores range from -4 to 4. However, the scores of most individuals should fall within -1 to 3.

<u>Needs</u>	<u>Asian (N=3)</u>		<u>Others (African American &amp; Hispanic) (N=7)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	1.48	0.35	1.73	0.78
Achievement	1.71	0.29	1.67	0.67
Activity	0.85	0.82	0.08	0.95
Advancement	0.60	0.63	0.93	0.67
Authority	0.34	1.22	-0.30	1.03
Company Policies and Practices	0.53	0.14	0.87	0.77
Compensation	0.74	0.31	1.31	0.69
Coworkers	1.09	0.97	0.30	0.94
Creativity	0.94	0.88	1.00	0.59
Independence	1.39	0.98	0.48	0.89
Moral Values	1.97	1.24	1.08	1.32
Recognition	0.14	0.43	0.50	0.89
Responsibility	1.76	0.57	1.12	0.40
Security of Job	0.96	0.49	1.11	0.62
Social Service	1.60	0.39	1.01	0.94
Social Status	0.94	1.11	0.53	1.10
Supervision-Human Relation	1.00	0.41	1.24	0.44
Supervision-Technical	0.74	0.45	0.82	0.36
Variety	1.36	0.34	0.96	0.73
Work Condition	0.48	1.61	1.28	0.32
Autonomy	1.81	0.12	0.59	0.59

Note: The total scores range from -4 to 4. However, the scores of most individuals should fall within -1 to 3.

## Appendix G: Descriptive Statistics of Job Characteristics of Police Officers

<u>Needs</u>	<u>White (N=44)</u>		<u>White Short Tenure (N=21)</u>		<u>White Long Tenure (N=23)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	0.74	0.07	0.74	0.10	0.73	0.11
Achievement	0.67	0.08	0.69	0.11	0.66	0.11
Activity	0.77	0.09	0.70	0.14	0.85	0.11
Advancement	0.36	0.09	0.48	0.11	0.21	0.12
Authority	-0.05	0.11	-0.10	0.15	0.00	0.17
Company Policies and Practices	0.19	0.08	0.25	0.12	0.11	0.09
Compensation	1.28	0.09	1.26	0.13	1.31	0.14
Coworkers	0.75	0.09	0.59	0.14	0.92	0.12
Creativity	0.37	0.06	0.44	0.08	0.30	0.08
Independence	0.56	0.10	0.55	0.15	0.58	0.15
Moral Values	1.06	0.12	0.93	0.17	1.22	0.17
Recognition	0.26	0.08	0.23	0.12	0.30	0.12
Responsibility	1.06	0.06	1.13	0.08	0.99	0.09
Security of Job	1.60	0.10	1.43	0.12	1.82	0.17
Social Service	1.32	0.08	1.39	0.13	1.25	0.09
Social Status	0.10	0.10	0.14	0.14	0.05	0.16
Supervision-Human Relation	0.37	0.09	0.49	0.15	0.25	0.09
Supervision-Technical	0.53	0.07	0.56	0.10	0.50	0.10
Variety	1.20	0.08	1.13	0.13	1.27	0.08
Work Condition	1.08	0.09	0.98	0.13	1.18	0.12
Autonomy	0.88	0.08	0.79	0.10	0.98	0.12

Note: the range of scores is from -1 to 3

<u>Needs</u>	<u>Asian (N=3)</u>		<u>Others (African American &amp; Hispanic) (N=5)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	1.17	0.22	0.91	0.23
Achievement	0.82	0.24	0.93	0.28
Activity	0.35	0.35	0.21	0.16
Advancement	0.35	0.11	0.52	0.20
Authority	0.39	0.25	-0.56	0.19
Company Policies and Practices	-0.16	0.39	0.31	0.33
Compensation	0.59	0.27	1.26	0.35
Coworkers	0.86	0.24	0.13	0.18
Creativity	0.67	0.17	0.68	0.23
Independence	1.35	0.18	0.52	0.30
Moral Values	1.72	0.40	1.21	0.67
Recognition	0.47	0.49	0.24	0.25
Responsibility	1.50	0.14	1.06	0.24
Security of Job	0.97	0.42	1.35	0.32
Social Service	1.30	0.09	1.24	0.37
Social Status	0.82	0.71	0.38	0.31
Supervision-Human Relation	0.05	0.27	0.29	0.22
Supervision-Technical	0.43	0.13	0.63	0.18
Variety	1.05	0.31	0.86	0.27
Work Condition	0.51	0.39	0.77	0.29
Autonomy	0.89	0.24	0.77	0.29

Note: the range of scores is from -1 to 3

## Appendix H: Descriptive Statistics of Job Satisfaction of Police Officers

<u>Needs</u>	<u>White (N =55)</u>		<u>White Short Tenure (N=27)</u>		<u>White Long Tenure (N=28)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	3.60	0.76	3.86	0.84	3.33	0.68
Achievement	3.64	0.69	3.82	0.74	3.44	0.65
Activity	3.98	0.88	4.04	0.69	3.93	1.01
Advancement	3.24	0.75	3.43	0.74	3.04	0.76
Authority	3.36	1.10	3.36	1.07	3.37	1.15
Company Policies and Practices	2.89	1.12	2.93	1.09	2.85	1.17
Compensation	4.02	0.82	4.11	0.63	3.93	0.96
Coworkers	3.73	0.74	3.68	0.57	3.78	0.89
Creativity	3.67	0.70	3.75	0.52	3.59	0.83
Independence	4.00	0.73	4.04	0.83	3.96	0.63
Moral Values	4.24	0.93	4.39	0.80	4.07	1.00
Recognition	3.13	1.03	3.25	1.09	3.00	0.99
Responsibility	3.93	0.87	4.00	0.69	3.85	1.04
Security of Job	4.51	1.17	4.57	1.03	4.44	1.29
Social Service	4.09	0.84	4.25	0.77	3.93	0.91
Social Status	3.35	0.79	3.43	0.70	3.26	0.89
Supervision-Human Relation	3.69	0.86	3.68	0.83	3.70	0.90
Supervision-Technical	3.45	0.87	3.50	0.94	3.41	0.80
Variety	3.69	0.92	3.89	0.89	3.48	0.96
Working Conditions	3.93	0.78	3.89	0.61	3.96	0.89
<b>Overall</b>	<b>3.71</b>	<b>0.52</b>	<b>3.79</b>	<b>0.48</b>	<b>3.62</b>	<b>0.55</b>

Note: the range of scores is from 1 to 5, with 1 being "Very Dissatisfied" and 5 being "Very Satisfied"

<u>Needs</u>	<u>Asian (N=3)</u>		<u>Others (N=7)</u>	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Ability Utilization	4.67	0.00	4.00	0.58
Achievement	4.33	0.58	3.86	0.82
Activity	4.00	1.00	4.00	0.90
Advancement	3.33	1.15	3.57	0.90
Authority	4.33	0.58	3.14	1.07
Company Policies and Practices	4.00	0.58	3.57	1.07
Compensation	4.67	0.58	4.00	0.76
Coworkers	4.67	0.58	3.71	0.79
Creativity	4.00	0.58	4.29	0.95
Independence	4.67	0.58	4.00	1.07
Moral Values	4.67	0.58	4.29	0.58
Recognition	4.00	1.73	3.14	0.79
Responsibility	4.33	0.58	4.29	0.58
Security of Job	4.67	0.58	4.57	0.98
Social Service	4.33	0.58	4.29	0.76
Social Status	4.33	1.00	3.86	0.76
Supervision-Human Relation	4.33	0.00	3.86	0.69
Supervision-Technical	4.33	0.58	3.86	0.76
Variety	4.00	0.00	4.14	0.69
Working Conditions	4.00	0.58	3.86	0.69
<b>Overall</b>	<b>4.28</b>	<b>0.38</b>	<b>3.91</b>	<b>0.51</b>

Note: the range of scores is from 1 to 5, with 1 being “Very Dissatisfied” and 5 being “Very Satisfied”